

PHYSICAL THERAPIST ASSISTANT PROGRAM

**STUDENT HANDBOOK
2017-2019**

**ORANGE COUNTY COMMUNITY COLLEGE
MIDDLETOWN, NEW YORK 10940**

An Equal Opportunity/Affirmative Action College

**ORANGE COUNTY COMMUNITY COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
STUDENT HANDBOOK**

TABLE OF CONTENTS	<u>PAGE</u>
I Welcome	1
PTA Faculty	1
II SUNY Orange Vision, Mission, Values, and Goals	2
III Our PTA Program	3
Mission	3
Philosophy	3
Role of the PTA	3
Outcomes & Goals	4
Comprehensive Curriculum	5
Accreditation Status	9
Certification/Licensure	9
Transfer Options	10
Career Opportunities	10
Office of Career & Internship Services	10
Financial Aid/Scholarships	10
Essential Functions of the PTA Student	10
Equal Opportunity/Affirmative Action	12
IV Program Content	13
Curriculum Sequence	13
Grades	14
Course Syllabi	15
Use of Instructional Technology	15
Clinical Education Policies & Procedures	16
Drug Testing Policy	17
Criminal Background Check & Urine Drug Screening/ Health Professions Division Policy	17
Criminal Records	20
Mandatory Dress Code for PTA Students Attending Clinical Education	20
Dress Code for Lab	21
Patient Simulation by Students	21
Infection Control	21
Privacy	22
Physicals	22
Surgery/Medical Conditions	22
CPR	23
Student Advisement	23
Student Conduct	23
Student Employment	27
Professional Development & Assessment Form	28
Laboratory Equipment & Facilities	30
Safety in the PTA Lab	30

	Cleanliness in the PTA Lab	31
	Policy to Sign Out Equipment, Texts, Videos, etc.	32
	Repeat Policy	33
	Costs of the Program	33
	Student Support Services	34
	Required Attendance at Local APTA Chapter Meetings	34
	Attendance Policy	35
	Telecommunication Devices	36
	PTA Club	36
	Pinning Ceremony	36
	APTA Membership	36
	Professional Liability Insurance Requirements	36
	Accident Insurance	36
	Withdrawal Procedures	36
	Dismissal Procedures	37
	Due Process	37
V	PTA Department Phone Numbers	38
	Security	38
	Wellness Center	39
	Emergency/First Aid Procedures	39
	Student Accident Insurance	40
VI	Methods for Success	41
	Required Texts	43
	Clinical Education Sites	45
	PTA Department's Video Library List	49
	PTA Department's Book List	53
	Suggested Web Sites	65
	PTA Department's CD ROM List	65
	PTA Department's DVD	65
	Preparing for a Written Exam	66
VII	Who are PTs?	69
	Who are PTAs?	70
VIII	Health Requirements Prior to Attending Clinical Affiliation	71
	Confidentiality Statement	72
	Infection Control Statement	72
	Informed Consent Statement	73
	Authorization to Provide Professional References	74
	Permission to Participate in Demonstrations/Videos/Stills	75
	Student Responsibility for 2013-2015 Student Handbook	76
	Student Responsibilities for 2013-2015	77

SECTION I

WELCOME
TO THE
PHYSICAL THERAPIST ASSISTANT PROGRAM

We are pleased that you have decided to pursue a career as a Physical Therapist Assistant. We hope you will enjoy the next two years as you learn more and more about a most exciting human services' profession.

To help you in your initial adjustment to the College and to our program, we have prepared this handbook which we hope will answer many of your questions. You may also obtain information from our department website at <http://www.sunyorange.edu/pta>.

We look forward to a mutually rewarding two years:

The Full-Time PTA Faculty:

Maria Masker, PT, DPT
Professor
Department Chairperson

Edward Leonard, PT, DPT, MPS
Assistant Professor
Academic Coordinator of Clinical Education

Rita Palladino, PTA
Adjunct Instructor

NOTE: The policies within this handbook are subject to change. Students will be notified of changes if and when they occur.

SECTION II

SUNY ORANGE VISION, MISSION, VALUES AND GOALS

Vision Statement

Orange County Community College will be an exemplary community college transforming lives through academic excellence, innovation and partnerships.

Mission Statement

We are a community of learners dedicated to providing high-quality and accessible educational and enrichment opportunities that foster lifelong learning.

Values Statement

To fulfill the mission and vision of the College, we are committed to:

- Excellence
- Integrity
- Inclusivity
- Inquiry
- Creativity
- Collaboration
- Stewardship

Goals

To fulfill its mission, the College has established the following goals:

1. To provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals.
2. To engage learners in an environment that develops their knowledge and skills in critical thinking, information and technology literacy, effective communication and enhances their awareness of civic responsibility and cultural diversity.
3. To establish public and private partnerships and provide programs and services that support and serve our county's educational, economic, civic and cultural needs.
4. To promote student growth and development by providing comprehensive and innovative academic and support services.
5. To offer opportunities to learn with a dedicated and diverse faculty and staff who value excellence in teaching, service to students, creative collaboration and continuous improvement.
6. To build and maintain safe, accessible and sustainable facilities that support the learning environment.
7. To identify, secure and allocate resources that advance the strategic priorities of the College.

SECTION III

OUR PTA PROGRAM

MISSION

Orange County Community College Physical Therapist Assistant Program strives to recruit and admit a full class of qualified candidates from our community; to provide each student with an enriching educational experience; to enhance and to deepen the appreciation of our diversified culture. Our faculty seeks to instill personal commitment of the students to graduate, ready their ability to obtain employment, and establish their place within the health care system.

PHILOSOPHY

The Orange County Community College Physical Therapist Assistant Department bases its educational approach on the vision and values of the greater college. It is the philosophy of our department to embrace the culturally diverse population encountered in the community college setting fostering a caring and supportive environment based on mutual respect and integrity between faculty to student, and student to student. We strive to provide excellence in PTA education and are committed to maintaining the educational standards set forth by the American Physical Therapy Association (APTA). This is accomplished by providing an enriching and nurturing environment populated by faculty, staff and students, diverse and multicultural, offering a mixture of both professional and life experiences.

The faculty members, staff and clinical educators of Orange County Community College Physical Therapist Assistant Department made every effort to acknowledge, respect and accommodate every type of learning, style of learner, and stage of learning ensuring that all students receive a challenging and rewarding academic, clinical and intellectual experience. We recognize that the student population contains an assortment of individuals who span various age groups, cultural backgrounds, and value systems. We are committed to providing all students with appropriate professional role modeling with the intention to promote the importance the PTA possesses in the connection with the PT and their patients/clients. Our focus is on lifelong commitment to the profession, dedication to the surrounding communities and personal career development. Our intention is to instill the value which the PTA brings to the PT and his/her patient/client.

ROLE OF THE PTA

The physical therapist assistant (PTA) works with, and under the direction and supervision of, the physical therapist in a wide variety of health care settings. These settings include hospitals, private offices, rehabilitation centers, nursing homes, schools, fitness centers, and home care settings.

PTs/PTAs provide a wide variety of physical therapy services to people of all ages who have limitations in their ability to move and perform functional activities in their daily lives, due to medical problems or other health-related conditions. The PT/PTA relationship is one in which the PT provides supervision and role modeling with an emphasis of continual communication. The physical therapist evaluates the patient/client and establishes a plan of care in which selected interventions are designated. These interventions are applied and progressed by the physical therapist assistant. Through on-going monitoring and data collection of patient/client responses, the PTA recognizes if and when treatments should not be administered secondary to the patient/client status or condition and thus communicates same to the PT. Moreover, the PTA must possess the ability to distinguish whether an intervention procedure is outside of his/her scope of practice and will pursue clarification with the physical therapist.

Potential interventions provided by a PTA may include training techniques and education to improve strength, coordination, and balance; exercises to improve activities of daily living and mobility, for example, walking with devices such as crutches, walkers or canes; manual techniques to reduce pain and increase range of motion; the use of modalities or physical agents and various forms of electrical stimulation. Intervention is not limited to the application of physical treatment alternatives, but the PTA also affords education to patients/clients, family members, caregivers and other health care professionals including PTA students.

The PTA relates information with regard to treatments, responses, education, and billing in the form of verbal and/or non-verbal communication and documentation.

OUTCOMES & GOALS

Program Outcomes:

Students will:

1. Possess entry-level skills as determined by the Commission on Accreditation in Physical Therapy Education.
2. Be able to work under the direction and supervision of a licensed physical therapist in an ethical, legal, safe, and effective manner becoming an integral member of the healthcare team.
3. Demonstrate appropriate critical thinking and problem-solving skills in their role as a Physical Therapist Assistant.
4. Demonstrate an understanding of the New York State Education Law as it relates to the provision of Physical Therapy services.
5. Successfully complete the National Physical Therapy Exam for PTAs.
6. Develop the skills necessary to pursue lifelong learning needed for personal and professional growth.
7. Be aware of their responsibility to promote the profession through membership in the APTA, attending local and national meetings and conferences, and participation in community events.

Program Goals:

1. Provide role modeling for relationships of PT/PTA and PTA/PTA;
2. Provide role modeling by full-time faculty/instructors in the pursuit of lifelong learning for personal and professional growth including but not limited to membership in the APTA, attending local and national meetings and conferences, and participation in community events;
3. Encourage faculty members' development in both teaching and professional skills, so that they can continue to revise their courses and help in program evaluation and revisions;
4. Provide the student with a variety of clinical experiences in order that he/she may have an opportunity to practice the complete range/variations of competencies/skills included in our curriculum;
5. Provide the student with the opportunity to gain additional information on professional topics by making resources, on hand, readily available;
6. Continual ongoing program assessment to insure that all aspects of the program are kept up to date and appropriate.

COMPREHENSIVE CURRICULUM

The physical therapist assistant curriculum includes, or its prerequisites include elements of general education, including basic sciences that include biological, physical, physiological, and anatomical principles, and applied physical therapy science. The course work is designed to prepare the students to think independently, to clarify values, to understand fundamental theory, and to develop critical thinking and communication skills.

The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to work under the direction and supervision of the physical therapist. Courses within the curriculum include content designed to prepare program graduates to meet the described performance expectations.

COMMUNICATION

- Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.

INDIVIDUAL AND CULTURAL DIFFERENCES

- Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.

BEHAVIOR AND CONDUCT

- Exhibits conduct that reflects a commitment to meet the expectations of members of society receiving health care services.
- Exhibits conduct that reflects a commitment to meet the expectations of members of the profession of physical therapy.
- Exhibits conduct that reflects practice standards that are legal, ethical and safe.

PLAN OF CARE

- Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
- Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include:

Functional Training

- Activities of daily living
- Assistive/adaptive
- Body mechanics
- Developmental activities
- Gait and locomotion training
- Prosthetics and orthotics
- Wheelchair management skills

Infection Control Procedures

- Isolation techniques
- Sterile technique

Manual Therapy Techniques

- Passive range of motion
- Therapeutic massage

Physical Agents and Mechanical Agents

- Thermal agents
- Biofeedback
- Compression therapies
- Cryotherapy
- Electro therapeutic agents
- Hydrotherapy
- Superficial and deep thermal agents
- Traction

Therapeutic Exercise

- Aerobic conditioning
- Balance and coordination training
- Breathing exercises and coughing techniques
- Conditioning and reconditioning
- Posture awareness training
- Range of motion exercises
- Stretching exercises
- Strengthening exercises

Wound Management

- Application and removal of dressing or agents
- Identification of precautions for dressing removal

DEMONSTRATES COMPETENCY IN PERFORMING COMPONENTS OF DATA COLLECTION SKILLS ESSENTIAL FOR CARRYING OUT THE PLAN OF CARE

AEROBIC CAPACITY AND ENDURANCE

- Measures standard vital signs
- Recognizes and monitors responses to positional changes and activities
- Observes and monitors thoracoabdominal movements and breathing patterns with activity

ANTHROPOMETRICAL CHARACTERISTICS

- Measures height, weight, length and girth

AROUSAL, MENTATION AND COGNITION

- Recognizes changes in the direction and magnitude of patient's state of arousal, mentation and cognition

ASSISTIVE, ADAPTIVE, ORTHOTIC, PROTECTIVE, SUPPORTIVE, & PROSTHETIC DEVICES

- Identifies the individual's and caregiver's ability to care for the device
- Recognizes changes in skin condition while using devices and equipment
- Recognizes safety factors while using the device

GAIT, LOCOMOTION, AND BALANCE

- Describes the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility

INTEGUMENTARY INTEGRITY

- Recognizes absent or altered sensation
- Recognizes normal and abnormal integumentary changes
- Recognizes activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma
- Recognizes viable versus nonviable tissue

JOINT INTEGRITY AND MOBILITY

- Recognizes normal and abnormal joint movement

MUSCLE PERFORMANCE

- Measures muscle strength by manual muscle testing
- Observes the presence or absence of muscle mass
- Recognizes normal and abnormal muscle length
- Recognizes changes in muscle tone

NEUROMOTOR DEVELOPMENT

- Recognizes gross motor milestones
- Recognizes fine motor milestones
- Recognizes righting and equilibrium reactions

PAIN

- Administers standardized questionnaires, graphs, behavioral scales
- Recognizes activities, positioning, and postures that aggravate or relieve pain or altered sensations

POSTURE

- Describes resting posture in any position
- Recognizes alignment of trunk and extremities at rest and during activities

RANGE OF MOTION

- Measures functional range of motion
- Measures range of motion using a goniometer

SELF-CARE AND HOME MANAGEMENT AND COMMUNITY OR WORK REINTEGRATION

- Inspects the physical environment and measures physical space
- Recognizes safety and barriers in home, community and work environments
- Recognizes level of functional status
- Administers standardized questionnaires to patients and others

VENTILATION, RESPIRATION AND CIRCULATION EXAMINATION

- Recognizes cyanosis
- Recognizes activities that aggravate or relieve edema, pain, dyspnea, or other symptoms
- Describes chest wall expansion and excursion
- Describes cough and sputum characteristics

PERFORMANCE EXPECTATIONS CONTINUED:

- Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist
- Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist
- Reports any changes in the patient's status to the supervising physical therapist
- Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist
- Participates in educating patients and caregivers as directed by the supervising physical therapist
- Provides patient-related instruction to patients, family members, and care givers to achieve patient outcomes based on the plan of care established by the physical therapist
- Takes appropriate action in an emergency situation
- Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies
- Participates in discharge planning and follow-up as directed by the supervising physical therapist
- Reads and understands the health care literature

EDUCATION

- Under the direction and supervision of the physical therapist, instructs other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience
- Educates others about the role of the physical therapist assistant

ADMINISTRATION

- Interacts with other members of the health care team in patient-care and non-patient care activities
- Provides accurate and timely information for billing and reimbursement purposes
- Describes aspects of organizational planning and operation of the physical therapy service
- Participates in performance improvement activities (quality assurance)

SOCIAL RESPONSIBILITY

- Demonstrates a commitment to meeting the needs of the patients and consumers
- Demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities

CAREER DEVELOPMENT

- Identifies career development and lifelong learning opportunities
- Recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students

ACCREDITATION STATUS

Orange County Community College is accredited by the Middle States Commission on Higher Education.

The Physical Therapist Assistant Program at Orange County Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

The PTA Program admitted its first class in 1975 and received initial accreditation by the Commission on Accreditation in Physical Therapy Education in 1977. The most recent self-study occurred in 2008 with the PTA Program granted accreditation for the period of April 19, 2009-June 30, 2018. The Program has maintained its accreditation status since 1977.

CERTIFICATION/LICENSURE OF PHYSICAL THERAPIST ASSISTANTS

Individual states have different policies/codes concerning the requirements that will permit an individual to practice as a physical therapist assistant. For information about licensure/certification, a student will have to write to the various state boards of medical examiners in order to receive specific information for a particular state. Effective in February 2003, New York State must pass the National Physical Therapy Exam for PTAs as part of the registration process.

Upon initiating the application to the New York State Department of Education for Certification Form 1, Questions 10 through 14, are directed at determining a candidate's moral character. The New York State Department of Education maintains the right to both determine and provide an appeal process of the determination of good moral character. For more information, please refer to <http://www.op.nysed.gov/title8/part28.htm>.

TRANSFER OPTIONS

Orange County Community College's Physical Therapist Assistant Program prepares the student to enter the workforce as an entry-level Physical Therapist Assistant. Should a student desire to transfer into a program which supports the Bachelor's degree required to progress on to the Doctoral Level, individual counseling is available.

CAREER OPPORTUNITIES

Physical Therapist Assistants enjoy the ability to work in a variety of practice settings including: hospitals, private practices, nursing homes, rehabilitation centers, schools and out-patient settings. In addition, Physical Therapist Assistants may teach in Physical Therapist Assistant programs. They may serve as director of a Physical Therapist Assistant program, provided that they have a Master's degree.

Depending on the employment site, Physical Therapist Assistants may have the availability of full-time, part-time, and per diem work. Work hours may vary from 7 a.m.-8 p.m., as well as weekends.

Physical Therapist Assistants may choose to further their education in a variety of fields. Many of our graduates have gone on to degrees in: Physical Therapy, Biology, Athletic Training, Exercise Physiology, Chiropractic, Massage Therapy, Education, Physician Assistant, etc.

OFFICE OF CAREER & INTERNSHIP SERVICES

Orange County Community College offers assistance with employment opportunities through the Career Services Department. College-wide job fairs and Health Field Career Days are offered periodically on campus.

Students are eligible to receive one-on-one consultation within Office of Career & Internship Services. In addition, resume writing and interview skills are taught during a guest lecture seminar within the fourth semester course: Contemporary Practice.

Materials concerning PTA employment opportunities received through Office of Career & Internship Services can be accessed via the Career Portal link on the Office of Career & Internship Services web page.

FINANCIAL AID/SCHOLARSHIPS

Students enrolled in the Physical Therapist Assistant program are eligible to apply for any financial aid programs in which the College participates. Students are also encouraged to apply for scholarships. There are three scholarships that are only available to Physical Therapist Assistant students, as well as numerous others that are available to the College community. Please refer to the College Catalog for specific financial aid and scholarship information.

ESSENTIAL FUNCTIONS OF THE PHYSICAL THERAPIST ASSISTANT STUDENT

The field of Physical Therapy is demanding. Physical Therapist Assistant students are required to fulfill all program requirements, which are guided by the Commission on Accreditation in Physical Therapy Education. In order to meet these requirements, the Physical Therapist Assistant Department has identified the following essential functions which students must possess. These functions are not all-inclusive nor do they reflect what may be required for employment of the graduate Physical Therapist Assistant.

Observation Skills:

1. Possesses the visual ability to observe a patient's response to treatment, read or set parameters on physical therapy equipment, observe and assess the environment, gather information from medical records and professional literature;
2. Possesses the auditory ability to recognize and respond to a patient's or co-workers voice, equipment timers, and alarms;
3. Able to use equipment to assess blood pressure, pulse rate, and breath sounds;
4. Possesses the tactile ability to palpate surface anatomy, palpate pulses, detect skin temperature, and adjust physical therapy equipment.

Communication Skills:

1. Able to communicate in English in both written and oral fashion with faculty, patients, fellow co-workers and family members using appropriate terminology, accuracy, and efficiency;
2. Possesses the ability to recognize, interpret, and respond to nonverbal behavior of self and others.

Motor Skills:

1. Has the motor control necessary to safely transfer a 150 lb. patient from the bed to the wheelchair with maximal assist;
2. Has the motor control necessary to safely walk with patients and provide gait training with and without assistive devices;
3. Has the ability to lift 50 lbs. and carry 25 lbs.
4. Has the motor control necessary to adjust knobs on physical therapy equipment, perform manual therapy techniques, adjust equipment such as wheelchairs, and utilize physical therapy equipment such as goniometers, grip gauges, and free weights;
5. Able to obtain and maintain CPR certification for the Professional Rescuer;
6. Able to use proper body mechanics for all skills related to physical therapy;
7. Able to demonstrate the ability to apply universal precautions when rendering physical therapy treatment;
8. Has the motor control necessary to provide for the patient's safety in all physical therapy activities;
9. Possesses the endurance necessary to perform 40 hour work week during their clinical education courses.

Intellectual Conceptual Skills:

1. Able to attain a C or better in all Physical Therapist Assistant core courses as well as a "C" in Anatomy and Physiology I and II, and Basic Exercise Physiology;
2. Able to prioritize multiple tasks, integrate information, and make decisions;
3. Able to collect, interpret, and assess data about patients.

Behavioral Social Skills:

1. Able to interact appropriately with individuals of all ages, genders, races, socioeconomic, religious, and cultural backgrounds;
2. Able to cope with heavy workloads, patient demands, changes in schedule, and patients who may be terminally ill;
3. Able to recognize and respond appropriately to potentially dangerous situations;
4. Adheres to the Orange County Community College Student Code of Conduct in all academic and clinical settings;
5. Maintains patient confidentiality;
6. Possesses the emotional health and stability required to fully utilize intellectual capabilities, demonstrate good judgment, and render physical therapy treatment.

The Physical Therapist Assistant Department fully supports the provision of reasonable accommodations to students with special needs. Program requirements are not altered. Instead, it is the policy of Orange County Community College and the Physical Therapist Assistant Program to provide reasonable accommodations to students with special needs who request them so that they can meet the program requirements. Students are encouraged to contact the Department Chair and course instructor as early as possible to discuss their particular situation.

If you have a documented disability and anticipate needing special accommodations in this program, please make arrangements to meet with the Department Chair or course instructor as soon as possible. Please contact the Office of Accessibility Services located on the 3rd floor of the George Shepard Student Center, 845/341-4077, follow their guidelines regarding submitting documentation and bring your official Accommodation Notice to the instructor as soon as possible. Provision of

accommodations is **not** retroactive. Any grades prior to notifying the instructor of your accommodations will be counted in the calculation of final grades.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Orange County Community College is an equal opportunity/affirmative action institution. In accordance with Federal regulations, the New York State Human Rights Law and Section 504 of the Rehabilitation Act of 1973, Orange County Community College does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in employment or in the educational programs and activities which it operates.

SECTION IV

PROGRAM CONTENT

The Physical Therapist Assistant Program is a two-year curriculum leading to an A.A.S. Degree in Physical Therapist Assistant. There are a total of 72 credits in the program, 41 PTA credits and 31 non-core course credits.

The PTA course of study includes: biological, physical and social sciences; humanities; physical therapy technical courses; laboratory instruction on/off campus; supervised clinical experience and instruction in health care facilities located within New York State (Orange, Sullivan, Ulster, Putnam, Westchester, Rockland & Dutchess Counties), New York City, Pennsylvania, New Jersey and Connecticut.

CURRICULUM SEQUENCE

First Semester (Fall – 1st Year)

ENG101	Freshman English I	3
BIO111	A&P I	4
PTA103	Intro to Physical Therapy	2
PTA101	PTA I	4
PTA105	Medical Conditions for the PTA	<u>3</u>
		16

Second Semester (Spring – 1st Year)

ENG102	Freshman English II	3
BIO112	A&P II	4
PTA102	PTA II	4
PTA104	Kinesiology	4
PED224	Intro To Exer Prin	<u>2</u>
		17

Third Semester (Fall – 2nd Year)

PSY111	General Psychology I	3
PED202	Basic Exercise Physiology	3
PTA201	PTA III	4
PTA207	Tests & Msrmnts for the PTA	4
PTA205	Clinical Education I	<u>3</u>
		17

Fourth Semester (Spring – 2nd Year)

PSY220	Developmental Psychology	3
PTA202	PTA IV	4
PTA208	Cont. Practice for the PTA	3
PTA206	Clinical Education II	<u>3</u>
		13

Summer Session (2nd Year)

PTA220 – Clinical Education III – August Graduations – 3 credits

TOTAL PROGRAM CREDITS: 72

NOTE: Support Module #PTA010 – “Clinical Applications for the PTA” is a 1 unit course which is intended to provide support for students taking first semester PTA program courses.

NOTE: Support Module #PTA012 – “Kinesiology Support Module” is a 1 unit course which is intended to provide support for students taking second semester Kinesiology.

The support module courses listed above are optional and are not applicable to the Associate Degree.

Students will be allowed to participate in May graduation ceremonies provided that they have successfully completed all course and clinical requirements with the exception of course #PTA220. Students will be required to register and pay for the third and final Clinical Education course (#PTA220) which is offered in the summer session. Payment needs to be received by the Bursar **prior** to attending any/all clinical education courses in order to insure activation of liability insurance.

Students may take non-core courses prior to beginning the Physical Therapist Assistant courses. **Once enrolled in the core PTA courses, student must complete all courses in sequence, as courses within each semester are related, and courses build from semester to semester.** The summer session between the first and second year can be used to off-load general education courses that are part of the second year, however, they must be completed no later than the semester they fall into sequence with the core courses. Please note that every student is required to take the Concepts of Physical Wellness Course even if they have previous physical education course work.

Students who elect to take Anatomy & Physiology I and/or II prior to beginning the core PTA courses must complete these within five years of beginning the PTA courses. Courses that are more than five years old but less than ten years old will be accepted, provided that students successfully complete comprehensive exams.

GRADES

An overall C average (2.0 CQPA) is required for graduation. A minimum grade of C is also required in all PTA core courses. A grade of "C" is also required in **Anatomy & Physiology I & II and Basic Exercise Physiology**. Students who have not received a "C" will be required to repeat these courses as part of the curriculum sequence. A numerical average between 60-74% is **NOT** passing for any PTA core course. Failure to receive a 75% in any core PTA course will prevent you from progressing to the next course in the PTA curriculum sequence. For non-core courses, receiving a failing grade in sequential courses will prevent students from progressing to the next course in that particular sequence. For example, a failure in Anatomy & Physiology I will prevent you from going on to the second semester courses within the program as the material in these courses is based on an understanding of the material covered in Anatomy & Physiology I. Students may petition the department chair to repeat A&P I in the second semester if needed, however, the decision of the department chair is final.

Grade Equivalents for the PTA Department:

93 & Above	= A	70 – 74	= C-
90 – 92	= A-	67 – 69	= D+
87 – 89	= B+	63 – 66	= D
83 – 86	= B	60 – 62	= D-
80 – 82	= B-	Below 60	= F
77 – 79	= C+		
75 – 76	= C		

Lab Practicals:

Students must pass all lab practicals with a 75% or better. If a practical has separate sections, the student must pass each section with a 75% or better to pass the practical. In the event of a failure, you may retake a practical or a section(s) once. Repeat practicals will be video-taped. Failure to obtain a 75% on the second attempt will result in removal from the course with a grade of F and removal from the clinic with a grade of W. When the student passes the practical/section on the second attempt, a score of 75% (no higher) will be awarded for the whole practical.

Written Examinations:

1. Students are expected to be on time for all classes and exams. If you arrive late for an exam, you will not be allowed extra time. If you arrive more than 15 minutes late, the instructor is authorized to give you a grade of zero for that examination;
2. Students are not allowed to leave the examination room once the examination begins. Please take care of personal needs prior to the start time of the examination.
3. If you feel that you must miss an examination due to illness or personal difficulty, you must speak directly with the instructor **prior** to the beginning of the examination. The instructor will determine if the excuse is acceptable. If the excuse is acceptable, you must take a make-up examination prior to the next scheduled class meeting. If the excuse is deemed unacceptable by the course instructor, you are expected to take the examination at the scheduled time, or a grade of "0" will result.
4. In the case of a Take Home Exam; students are expected to return the exam at the beginning of the class the exam was written unless otherwise indicated by their instructor. Missing the deadline for submission of a Take Home Exam will reflect the policy written above; #3.

Quizzes:

Quizzes may be announced or unannounced. It is your responsibility to arrive at class on time, as some quizzes are given at the start of class and may be in the form of oral questioning. Make-up of missed quizzes due to lateness or absence is at the discretion of the course instructor. If a make-up is allowed, the quiz must be made up prior to the next class.

Written Assignments:

Students are expected to hand in assignments on time. Written assignments must be type written, font 11-12, and double-spaced unless other instructions are given by the instructor. They will be graded for content and correct usage of written language with correct footnoting and referencing following AMA formatting. Assignments handed in past the deadline will be lowered ten points immediately and an additional ten points every twenty-four hours until they are received. All assignments **must** be handed in or a grade of incomplete will be given (unless student has already earned an "F" as a final course grade). Assignments turned in during finals' week will receive a "0."

COURSE SYLLABI

It is the policy of the PTA Program at the beginning of a course to make available/provide each student with a detailed course syllabus which includes a course description, student learning outcomes, behavioral objectives, assigned and suggested readings, and calendar (assignments, lectures, examination schedules). It also contains information concerning grading policies, absences and outlines of each individual lecture and lab session, instructor's name, office extension and location, instructor withdrawal policy, etc. Students are expected to be thoroughly familiar with this document.

USE OF INSTRUCTIONAL TECHNOLOGY

The PTA Program is committed to graduating students who have the skills to enhance their knowledge using the Internet. Furthermore, the PTA Program seeks to meet the needs of a variety of learning styles by using several methods of instructional technology. Several of the PTA core courses will utilize the Internet to enhance classroom instruction. The course instructor will provide an orientation to the Learning Management System during the first week of classes. Courses contain web-enhancement portions. Students may access the web-enhanced component of the courses from their homes or while on campus. Quizzes and weekly assignments may take place online. Supplemental course information is made available for these courses via the web.

Physical Therapist Assisting 1-4, Medical Conditions for the PTA, Introduction to Physical Therapy, Kinesiology, Clinical Education 1-3, and Contemporary Practice for the PTA encourages the use of the Internet as a means of research and discovery adding upon information gained through the lecture components of these courses enhancing student knowledge.

CLINICAL EDUCATION POLICIES & PROCEDURES

Starting with the third semester, students will be assigned to a total of three clinical education sites throughout the final year of the program (Fall: Clinical Education I, Spring: Clinical Education II, Summer Session I: Clinical Education III). The PTA faculty meets to discuss each student's clinical needs; however, final site assignments are the decision of the Academic Coordinator of Clinical Education (ACCE). The ACCE makes his/her decision in keeping with the philosophy of the program that we wish to expose our students to as great a variety of clinical experiences as possible. Students are asked to complete a "Clinical Affiliation Preference List Form" during the first semester in which they can indicate their first and second choices for a specialty such as pediatrics, sports, etc. An attempt will be made to place the student in at least one of his/her choices. Students may request a specific clinical education site; however, a student will not be approved for placement to a clinical site where they may have worked, volunteered or have a family member working as indicated on the "Clinical Affiliation Preference List Form". Trading of clinical assignments will not be considered. Announced placements are considered tentative and subject to change. Hours may vary depending on the clinical site, i.e., 9-5, 7-3, 12-8, etc. Another variation would be a 10 hour day with a 2 hour lunch break. If a clinic is operative less than 7 hours/day, it will be the ACCE's decision as to whether student will need to supplement the shorter clinic hours by attending extra clinic days. It is the student's responsibility to inform the ACCE if the assigned clinic hours are less than eight hours per day. Since many of our clinical education sites are located in facilities that require some traveling, it is important that students understand that making arrangements for transportation to reach the clinical site is completely the student's responsibility. Students are financially responsible for cost of gas, tolls, parking fees, etc. Students must adjust their work and family commitments to meet their clinic schedules. Students may travel up to seventy-five (75) minutes each way, depending on their site assignment.

Students who are assigned to a pediatric clinical affiliation during Clinical Education II and/or III will be required to attend clinic several days prior to the official beginning date of the semester due to potential snow closings/holidays or to use Fridays as make-up days only if agreeable with clinic and if school schedule allows.

Students are required to sign an Acknowledgement Form which documents that they have read and understand the policies described in the Clinical Education Course Outline and the Clinical Education Policies and Procedures handout.

Clinical Education is graded on a Pass/Fail basis, therefore, is not calculated in student's GPA.

If a student is removed from clinic due to performance which indicates: failure to comply with facility policies and procedures, a lack of clinical safety, poor judgment, or unprofessional behavior (Clinical Performance Instrument Tool {CPI}), the student will receive a grade of "F." For additional academic procedures regarding repeating a clinical course please refer to the "Repeat Policy" for the Program.

Students will be allowed to participate in May graduation ceremonies provided that they have successfully completed all course and clinical requirements with the exception of course #PTA220, Clinical Education III. Students will be required to register and pay for Clinical Education III which includes all fees as required by the College. Payment needs to be received by the Bursar **prior** to attending the clinical education courses in order to assure activation of liability insurance.

DRUG TESTING POLICY

All accepted students are required to comply with a 10 panel plus synthetics urine drug screen in order to enter into the PTA Program. The student is responsible for the costs associated with this test and will receive the required information with his/her acceptance letter and first year physical forms. Any student who refuses to participate in this test or who does not complete the test by the announced deadline will not be allowed to begin classes in the PTA Program. Additionally, students who receive a positive drug test will not be allowed to begin the PTA Program. Attempted readmission to the PTA Program will be possible only when the course is offered again and only if the student then successfully passes the urine drug test. Students will be able to continue attending general education courses while waiting for their next attempt at admission. Failure to successfully pass a drug test for a second time will result in permanent removal from the PTA Program.

Please note; in the case of a student who must repeat coursework once in the PTA Program, the student will be required to repeat the urine drug screen in order to prove compliance with this policy.

In all instances, the PTA Program is to be completed within three years of beginning the core PTA courses. (This policy is subject to change.)

CRIMINAL BACKGROUND CHECKS & URINE DRUG SCREENING/HEALTH PROFESSIONS DIVISION POLICY

Policy Statement – Students selected for admission to any Health Professions Program will be required to undergo a criminal background check and urine drug screen.

Purpose – Education of health profession students at SUNY Orange requires collaboration between the college and clinical affiliates. Education of health profession students cannot be complete without a quality clinical education component. The college shares an obligation with the clinical affiliates to protect the affiliate's patients to the extent reasonably possible from harm. The college wishes to ensure that the health and safety of students and patients are not compromised and that clinical affiliation agreements exist to provide students with quality clinical educational experiences.

In establishing clinical affiliation agreements, healthcare educational programs are contractually obligated to comply with the requirements set forth by clinical affiliates. Students selected for admission to health care educational programs must conform to the rules, policies and procedures of the clinical affiliate in order to participate in clinical learning experiences. It is therefore the policy of the Health Professions Division at SUNY Orange that students accepted into any health professions program submit to a criminal background check and urine drug screen.

Policy – Students selected for admission to any Health Professions Program will be required, at their own expense, to undergo a criminal background check and urine drug screen. Students will be notified of the procedure to follow for the criminal background check and urine drug screen in their letter of admission. Admission will be withdrawn for students who refuse to comply with this policy. Admission will be withdrawn for students who in the judgment of the Associate Vice President for

Health Professions have been convicted of or has pending a charge that would not be acceptable to our clinical agencies. Admissions will be withdrawn for students who present a positive result from the urine drug screen.

Confidentiality – The Health Professions Division through Castle Branch, Inc. DBA Certified Background have established policies and procedures dedicated to maintaining the privacy of personal information while providing the Division with the necessary information to make informed decisions. The information provided to the Division by Certified Background will only be reviewed by College officials in accordance with the Family Educational Rights and Privacy Act (FERPA).

Health Professions Division Review – The results of the criminal background check and urine drug screen will be reviewed by the Associate Vice President for Health Professions. Admission will be withdrawn for students who in the judgment of the Associate Vice President for Health Professions have been convicted of or has pending a charge that would not be acceptable to our clinical agencies. Admissions will be withdrawn for students who present a positive result from the urine drug screen.

Criminal Background Check Review – Students who have received a “not passed review” result must make an appointment with the Associate Vice President for Health Professions to discuss his/her eligibility. Admission will be withdrawn for students who in the judgment of the Associate Vice President for Health Professions have been convicted of or has pending a charge that would not be acceptable to our clinical agencies. Under extenuating circumstances, the Associate Vice President for Health Professions may convene an ad hoc committee to determine the appropriate action to be taken by the College. Please note, review by committee may delay processing of admission to the health professions program.

Urine Drug Screen – Students who received a “not passed review” result will be withdrawn from the admissions process and contacted by Health Services to inform them of the support services available.

Results – Students who receive a “not passed review” result will be contacted by the Associate Vice President for Health Professions within five (5) days of the deadline date as indicated on the admissions information packet.

Health Professions Criminal Background Committee – Under extenuating circumstances, the Associate Vice President for Health Professions may convene an ad hoc committee to determine the appropriate action to be taken by the College. The ad hoc committee will act as the hearing panel and may consist of:

- A. Two full-time faculty or staff members from the same discipline.
- B. One full-time faculty or staff member from a different discipline.
- C. One full-time faculty or staff member from student services.
- D. One representative from the appropriate administrative office.

The ad hoc committee shall have the responsibility of recommending a decision about the students' suitability for program admission. To this end, written or oral statements may be initiated or solicited from the student in review. In addition, the student in review may have an advocate at the hearing. When all the information pertinent to the case has been presented to the Committee, the Committee will convene without the student in attendance to discuss the case.

The Committee will have ten (10) working days to complete its deliberation. The recommendations of the Committee are to be presented in writing to the Associate Vice President for Health Professions within three (3) working days after the completion of the deliberations. A decision and supportive rationale shall be communicated in writing by the Associate Vice President for Health Professions to the principals, and to the Chairperson of the Committee.

Final Appeal – The decision of the Associate Vice President for Health Professions may be appealed for final disposition to the President of the College. The decision of the President is final.

In reviewing the criminal background check and any information submitted by the student, the ad hoc committee will consider the following factors in making its decision:

- The nature and seriousness of the offense or event
- The circumstances surrounding the offense or event
- The relationship between duties to be performed as a part of the educational program and the offense committed
- The age of the person when the offense or event occurred
- Whether the offense or event was an isolated or repeated incident
- The length of time that has passed since the offense or event
- Past employment and history of academic or disciplinary misconduct
- Evidence of rehabilitation
- The accuracy of the information provided by the student in the application materials, disclosure forms and other materials
- Experiential site or state board licensure policies

Incorrect Records – Occasionally, a criminal background check may contain incorrect information. If a student finds that his/her record is incomplete, incorrect, contains errors and omissions, or misidentifies a student for someone else, the student may appeal this to the Associate Vice President for Health Professions. The student should also contact the chosen agency/approved provider with appropriate documentation to correct the errant information. The Associate Vice President for Health Professions will then request to the chosen agency/approved provider to verify this information and supply a copy to the student and department chairperson. Depending on the circumstances, the student may or may not be referred to appear before the Health Professions Review Committee pending the outcome of the request.

Note to Students – Student should also be aware that hospitals and other agencies with whom they will have a clinical experience or with whom they may seek employment in the future may also undertake similar background checks and urine drug screens; and conviction of certain felonies may render an applicant ineligible for future clinical placement or for licensure in their respective health profession in New York State and other states.

CRIMINAL RECORDS

Any individual who has charges pending or has ever been convicted of a felony or misdemeanor and/or has been found guilty of professional misconduct or negligence may not be eligible to be licensed/certified as a Physical Therapist Assistant. These matters may be discussed before applying for admission to the Physical Therapist Assistant Program at the Office of Professional Discipline, New York State Education Department. (For information pertaining to states other than New York, the student is responsible for contacting the individual state education department.)

Further information regarding criminal records and determination of good moral character in the professions can be found on the Office of the Professions website: www.op.nysed.gov/title8/part28.htm.

MANDATORY DRESS CODE FOR PTA STUDENTS ATTENDING CLINICAL EDUCATION

Students must dress in a neat, professional and appropriate manner when participating in Clinical Education Courses.

1. Students must conform to the Physical Therapist Assistant Program's clinical uniform attire: uniform school shirt, navy, black or khaki pants (dress or docker-style). The above uniform will not expose the stomach;
2. Students may wear a white lab coat over their program uniform (if required by the facility);
3. Sneakers/shoes must be white, black or tan, clean, neat, low in heel height, and closed in;
4. Students must wear their Orange County Community College PTA student name tag at all times;
5. Students must wear an ID badge if provided by the facility;
6. Students are expected to practice good personal hygiene habits at all times;
7. Students must wear an analog wrist watch at all times while in clinic;
8. Additional jewelry, if worn, must be modest in appearance; a maximum of two earrings in each ear lobe is acceptable. Others are not allowed due to infection control policies. Bracelets, rings and necklaces must be simple and not interfere with treatment or professional appearance;
9. Any other body piercing (tongue, umbilicus, etc.) must be removed or secured and covered when at all possible;
10. Tattoos must be covered when at all possible;
11. All hair must be neat in appearance. Long hair must be worn up or tied back off the face. Hats and other hair coverings will only be allowed for religious observation;
12. Certain clinics may require that male students maintain neatly clipped facial hair or be clean shaven.
13. Excessive/extreme make-up, nail polish, perfume, after shave is not allowed;
14. Nails must be short in order to perform techniques such as massage and joint mobilization. False nails must be removed;
15. Gum chewing is not allowed.

Please remember that you are representing the medical profession and Orange County Community College when you are in clinic. Your conduct and appearance is expected to demonstrate that at all times. Failure to adhere to the clinic dress code will result in a written warning from the ACCE and the Clinical Instructor. If this warning is not heeded, removal from clinic will result, with a grade of "F" given.

Any student who arrives at his/her clinical affiliation NOT wearing the required dress code is to be sent home, and we request the Clinical Instructor to notify our PTA Department. The student will need to make up the missed day.

DRESS CODE FOR LAB

Specific clothing is required for the laboratory sections of the following PTA courses: PTA101, PTA102, PTA201, PTA202, PTA104, PTA207. Privacy and modesty are of the utmost importance; however, one must be able to practice observation skills, data collection and direct treatments in the lab setting. Shorts and t-shirts are acceptable for men. Shorts and a halter top/sports bra are

acceptable for women. This manner of dress is also required for all laboratory practical exams. Students must be changed **before** the start of the laboratory session, otherwise they will be marked “tardy” for the class. Changing space is available in the PTA lab. Students who do not dress appropriately for lab will be required to wear a hospital gown during lab, as needed. For lab sessions which do not require exposure of large portions of body surface, students should wear loose fitting clothing.

PATIENT SIMULATION BY STUDENTS

All students are required to participate in and may be videotaped, audio taped or photographed for instructional purposes during demonstrations, lab experiences, skills’ checks, and lab practicals, as part of the preparation for clinical education courses. Patient simulation and simulation of physical therapy treatments/interventions will be conducted student to/from student or student to/from instructor and may be male/female, female/female, or male/male. Students will experience data collection and treatment interventions similar to that which they will render to patients in the clinic. Simulations as stated above will be reflected in the care provided to patients while during Clinical Education I, II and III. Course instructors will take care to ensure that a safe practice environment is maintained during laboratory classes, open lab sessions, and laboratory practicals. It is solely the students’ responsibility to notify the course instructor and department chairperson of medical conditions which may prevent safe participation in a demonstration, lab experience, skills’ check, and/or lab practical. This should be done during the first week of classes, or as soon as a condition becomes apparent, whichever comes first. Please see **SURGERY/MEDICAL CONDITIONS** section. Each situation will be addressed on a case-by-case basis.

INFECTION CONTROL

Students will receive lecture and laboratory instruction in infection control and pathogen exposure procedures in the course entitled, “Physical Therapist Assisting I.” Furthermore, students will be required to attend a review of infection control procedures during the Review Day in the third semester in order to attend clinical education courses.

Students must adhere to infection control procedures during all lecture, laboratory, open lab, and clinical education courses. Failure to do so will result in a written warning from the department chair for the first offense. Failure to comply in a second instance will result in removal from the course with a grade of “F.”

In the case where a student suffers an occupational exposure to blood-borne pathogens when attending class, lab or clinic they must immediately adhere to the facility procedures as well as contact the College’s Wellness Center for follow-up.

PRIVACY

Patient Privacy

Students will receive instruction in patient confidentiality, privacy, and HIPAA regulations in the course entitled, “Introduction to Physical Therapy.” Students will sign a confidentiality statement prior to beginning the PTA core curriculum.

Student Responsibility Regarding Academic Privacy

Students must maintain confidentiality of all students and faculty member with whom they come in contact. Failure to do so will result in a written warning from the department chair for the first

offense. Failure to comply in a second instance will result in removal from the course with a grade of "F."

Faculty Responsibility Regarding Student Academic Privacy

The PTA Program Faculty is committed to maintaining student privacy and confidentiality. All information related to student performance, advising, and counseling is kept confidential within the department. Student records are kept in a secure location in faculty offices. No one, including the student's parent(s), has access to the student records except faculty of the PTA Program, without express written permission of the student.

PHYSICALS

It is required that each student has a complete physical examination prior to beginning the core classes. Following the initial physical, the students will be required to have annual physicals until the core program is completed. Announcements will be made as to timing of and deadlines for annual physicals. The completed forms must be submitted to the Wellness Center by the date indicated on your physical form. If physicals are received after this date, a **\$25 penalty** will apply. Each student should obtain a copy of his/her "Health Clearance Form" from the School Health Nurse following submission of physical exam form so that this information can be submitted to each of his/her three clinical affiliations. The Health Clearance Form will be **mailed** to students who submit their physical exam forms with ALL required information by the due date. Students with **incomplete or late** physicals will need to obtain the Health Clearance Form "in person" from the Wellness Office after submitting required information and/or late physical exam form plus late fee. Failure to comply with the above will prevent a student from being allowed to participate in classes or in his/her clinical affiliation. Physicals are good for one year.

SURGERY/MEDICAL CONDITIONS

In the event that a student has surgery, a hospitalization or emergency room visit, a significant change in medical status, or becomes pregnant, the student **must** notify the department chair immediately. The department chair requires that the student have permission from his/her medical physician to participate in class, laboratory, or clinical experiences; specifically the medical clearance **must** indicate that the student is able to lift 50 lbs. off the floor, carry 25 lbs. and perform a dependent transfer to a person weighing 150 lbs. Please note that certain medical conditions may require the postponement or rescheduling of class, laboratory or clinical experiences and can result in a later completion of the program/graduation.

In the case where a student becomes ill, is unable to participate in, or is absent from class, lab and/or Clinical Education greater than one week or the equivalent thereof, they will be required to produce a physician's note stating their ability to return to same. This note must be delivered to the Department Chair or their designee prior to the students return to the program. In addition, any time missed from Clinical Education must be made up on the student's own time.

If an injury occurs in the clinical education setting, student may be required by the facility to seek medical attention for that injury; the financial responsibility will still belong to the student (whether by personal health insurance or by personal payment).

CPR

All students must maintain current professional level CPR Certification (American Red Cross: CPR for the Professional Rescuer or American Heart Association BLS for Health Care Provider) in order to participate in clinical education. Failure to do this will result in the immediate removal from clinic with a resulting grade of "F." Dates will be announced for college sponsored CPR classes.

STUDENT ADVISEMENT

Each student will be assigned a department faculty member as an advisor. If for some reason you have been assigned to a non-PTA faculty advisor, please bring this to our attention and we will correct the error with the Admissions Office. Once students are enrolled in our curriculum, advising is provided by all faculty members due to the smaller class sizes and nature of the program.

The role of the advisor is two-fold. The effectiveness of this interaction is dependent on the student as well as the advisor. Among other things, your advisor:

1. Counsels you on course selection;
2. Makes referrals for you to appropriate student services such as the tutorial program, counseling center, career center, etc.;
3. Works with you to develop a program that you can handle, i.e., deciding on an appropriate number of credits, taking into consideration your other responsibilities, such as job, family, etc.

Office hours for every instructor are posted on the office door. When your schedule conflicts with your advisor's office hours, every effort will be made to arrange a more suitable time for an appointment.

STUDENT CONDUCT

The students in the Physical Therapist Assistant Program are expected to adhere to the Code of Student Conduct as stated in the College Student Handbook. This code applies for both academic and fieldwork experiences. The faculty and students are also expected to follow the APTA Standards of Practice for Physical Therapy, New York State Education Law and New York State Practice Act, and Standards of Ethical Conduct for the PTA. Failure to adhere to these principles will result in immediate removal from the program with a grade of "F" for all courses enrolled in that semester.

Orange County Community College Board of Trustees, administration, faculty and staff have a primary concern with academic achievement, standards, and personal integrity of its students. We recognize our obligation to protect College property and we take a special interest in the mental and physical health and safety of our community. We are committed to preserving the peace, uplifting campus morale, and creating a civil climate on our campuses. The College has adopted the following policies and procedures as an expression of its expectations of student conduct.

Refer to the complete "Student Code of Conduct" in the Orange County Community College's Student Handbook. The following information is from Article II, Section B – Conduct – Rules & Regulations. Any student or organization found to have committed or to have attempted to commit any of the following acts of misconduct is subject to the disciplinary sanctions outlined in Article II:

1. Acts of dishonesty, including, but not limited to:
 - a. Cheating, including cyber cheating
 - b. Fabrication
 - c. Facilitating academic dishonesty
 - d. Plagiarism, including internet plagiarism
 - e. Forgery
 - f. Bribery

- g. Multiple submissions (submitting the same assignment to more than one instructor without the permission of the instructors). Please refer to the College Academic Policy for other means of resolution for academic dishonesty issues.
- 2. Violation of any provisions of the professional and/or ethical codes of programs in the fields of Allied Health, Nursing, Morrison Lab School or any other applicable programs.
- 3. Interference with the College approved operation of any College recognized student organization.
- 4. Disorderly conduct, including but not limited to: disruption or obstruction of teaching, research, administration, disciplinary proceedings, other College activities, and other campus activities.
- 5. Conduct which alarms, threatens or in some manner disrupts the learning process of another student and/or the ability of faculty to teach.
- 6. Physical abuse, verbal abuse, threats, intimidation, stalking, coercion and/or other conduct which threatens or endangers the health, wellbeing or safety of any person.
- 7. Sexual misconduct (see Sexual Assault and Sexual Harassment Policies).
- 8. Harassment which serves to degrade the status of another person. Most often, harassment focuses on a personal attribute, singling it out for ridicule, attack or disparagement. Attributes include, but are not limited to: race or ethnic origin, gender, physical or mental disability, age, religion, economic class, and sexual orientation. Harassment may include physical contact, written or verbal comments or suggestions, obscene or offensive pictures or "jokes," hostile or threatening gestures or other forms of degradation. This includes acts of harassment carried out by one or more students on behalf of and/or at the request of another student.
- 9. Theft of and/or damage to property of the College, property of a member of the College community, or other personal or public property.
- 10. Hazing, which is an act which endangers the mental or physical health or safety of a student, or involves the forced consumption of liquor or drugs, or which destroys or removes public or private property for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. Consent of the participants is not a defense against a complaint of hazing.
- 11. Failure to comply with directions of a College employee or emergency or service personnel acting in performance of their official duties.
- 12. Failure to identify oneself to a College employee or emergency or service personnel acting in performance of their official duties when requested to do so.
- 13. Unauthorized possession, duplication or use of keys, combinations, or access cards to any College premises or unauthorized entry to or use of College property.
- 14. Violation of published College policies, rules or regulations found in, but not limited to, the Student Handbook, the Rights and Responsibilities booklet, Parking and Traffic Regulations, Individual Department Handbooks, Academic Policy, and the College Catalog.
- 15. Use, possession or distribution of illegal drugs, narcotics or other controlled substances, and drug-related paraphernalia, except as permitted by federal, state and/or local law.
- 16. Public intoxication or the use, possession or distribution of alcoholic beverages except as expressly permitted by federal, state and/or local law and College regulations (see the College Alcohol Policy).
- 17. Possession of firearms, explosives, or other weapons, or unauthorized use of dangerous chemicals or substances on College premises.
- 18. Participation in a campus demonstration which disrupts the normal operations of the College and infringes on the rights of other members of the College community; leading or

- inciting others to disrupt scheduled and/or normal activities within any campus building or area.
19. Intentional obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College sponsored or supervised functions.
 20. Conduct which is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on College premises or at functions sponsored by, or participated in, by the College.
 21. Theft or other abuse of computer resources, including, but not limited to:
 - a. Commercial use of computing resources;
 - b. Data interception;
 - c. Forgery;
 - d. Willfully engaging in practices that place undue burdens on college resources (ie. spamming);
 - e. Engaging in or disseminating illegal, obscene, threatening, discriminating, fraudulent, defamatory, intimidating, harassing, embarrassing or unwelcome electronic communication;
 - f. Copying, modifying or destroying college network or internet-based files; and,
 - g. Accessing or attempting to access the college network or internet resources for which the user is not authorized or granted explicit permission.
 22. Abuse of the judicial system, including but not limited to:
 - a. Failure to comply with the directive to appear before a hearing panel or disciplinary conference administrator after having received appropriate notification of such a directive.
 - b. falsification, distortion, or misrepresentation of information before a hearing panel or disciplinary conference administrator.
 - c. Disruption or interference with the orderly conduct of a judicial proceeding.
 - d. Knowingly instituting a judicial proceeding without cause.
 - e. Influencing or attempting to influence another person to commit an abuse of the judicial system.
 - f. Attempting to discourage an individual's proper participation in, or use of, the judicial system.
 - g. Attempting to influence the impartiality of a member of a hearing panel or of a disciplinary conference administrator prior to and/or during the course of a judicial proceeding.
 - h. Harassment (verbal or physical) and/or intimidation of any person involved in a judicial proceeding.
 - i. Failure to comply with a sanction imposed under the Student Rights and Responsibilities.
 - j. Failure to comply with an agreed upon informal resolution.
 23. Engaging in gambling activities defined as illegal by federal, state or local law and/or by College regulations.
 24. Behavior prohibited by federal, state and/or local laws.

Alcohol & Other Drugs Policy

In compliance with "THE DRUG-FREE SCHOOLS & COMMUNITIES AMENDMENTS OF 1989" as mandated by Section 22 of Public Law 101-226, and the DRUG-FREE WORKPLACE ACT of 1988, Orange County Community College will make the following information available to all its students and employees annually:

STANDARDS OF CONDUCT

Employees: As an employee of Orange County Community College, a Unit of the State University of New York, one should be aware of the following policy which must be adhered to as a condition of employment:

1. The unlawful use, possession, manufacture, dispensation, or distribution of controlled substances at all Orange County Community College work locations is prohibited.
2. Advance written approval and authorization is required from the President of the College for the consumption of alcohol at faculty functions.
3. Employees who unlawfully manufacture, distribute, possess, or use a controlled substance will be subject to disciplinary procedures consistent with applicable and collective sanctions outlined in Section II, Disciplinary Sanctions.
4. Employees must notify the Personnel Office of any criminal drug statute conviction for a violation occurring in the workplace, or at a work site, no later than five (5) working days after such a conviction.

Students: In accordance with the Orange County Community College Student Code of Conduct:

1. The unlawful purchase, manufacture, possession, use, distribution, or consumption of alcohol and other drugs on all Orange County Community College campus sites or college-sponsored events is prohibited.
2. No alcoholic beverages may be bought, manufactured, possessed, used, distributed, or consumed on campus or elsewhere as part of college activities unless written approval is received in advance by the President of the College.
3. As of December 1, 1985, the legal minimum age to purchase alcoholic beverages in New York State was changed to 21. Under the law, no person can sell, deliver, or give away any alcoholic beverage to any person under the age of 21.
4. The forced consumption of liquor or drugs for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization is prohibited.

Visitors: of all Orange County Community College campus sites are expected to adhere to the Standards of Conduct regarding alcohol and other drugs required of Orange County Community College employees and students.

STUDENT EMPLOYMENT

While it is acknowledged that many students work part-time while completing their PTA degree, students must realize that this takes away from valuable study time, and may have a negative effect on the grades that a student attains.

If a student is employed in a physical therapy setting, the student must function as a PT Aide. Under no circumstance is the student to render direct patient care while employed, as this will violate New York State Education Law. Students may only render direct patient care while on clinical affiliation.

PROFESSIONAL DEVELOPMENT ASSESSMENT FORM

Student: _____ Course: _____

Rating Scale

0 = UNSATISFACTORY: The student does not demonstrate the required level of professional skill.

1 = NEEDS IMPROVEMENT: The student, while beginning to demonstrate the required level of professional skill, needs improvement in either the extent to which the skill has developed or the consistency of its usage (or both).

2 = SATISFACTORY: The student demonstrates the required level of professional skills.

The purpose of this form is to document the student's progress on integrating those attitudes, values and behaviors needed to assume his/her role as a PTA student and entry level paraprofessional. This form will be utilized in PTA I-IV. Ratings are based on observations of the student in class, lab and other professional contacts. The results will be discussed with the student at midterm and again at the end of the semester, if necessary. These results will be factored into the miscellaneous section of each skills course (PTA I-IV). If an area of concern develops, remediation will be recommended in the form of a Learning Contract.

In the event the student has one or more areas deemed unsatisfactory at the end of the second, third or fourth semester, it could delay the student's placement in clinic.

PROFESSIONAL DEVELOPMENT SKILL	RATING			COMMENTS
A Communication Skills:				
1. Listens and speaks at appropriate times	0	1	2	
2. Gives and receives feedback appropriately	0	1	2	
3. Demonstrates appropriate non-verbal behavior (posture, gestures, facial expressions)	0	1	2	
4. Asks approp. questions & seeks assistance when in doubt	0	1	2	
5. Writes effectively & professionally	0	1	2	
B Responsibility for Learning:				
1. Arrives on time & ready to learn for classes, labs & meetings	0	1	2	
2. Pays attention during instruction exhibiting a positive & motivated manner	0	1	2	
3. Notifies faculty ahead of time of circumstances which prevent attendance	0	1	2	
4. Satisfactorily makes-up missed assignments on own initiative	0	1	2	
5. Completes assignments fully and on time	0	1	2	
C Interpersonal Skills:				
1. Cooperates with peers/faculty/staff	0	1	2	
2. Displays functional level of self-confidence	0	1	2	
3. Displays honesty with self and peers	0	1	2	
4. Relates tactfully, diplomatically with empathy to others, respecting cultural diversity	0	1	2	
5. Demonstrates ability to work productively w/authority figures	0	1	2	
D Problem-Solving Skills:				
1. Uses resources & time effectively	0	1	2	
2. Maintains open mind to new perspectives	0	1	2	
3. Logically evaluates the facts	0	1	2	
4. Demonstrates critical thinking & recognizes biases	0	1	2	
5. Can self-assess & self-correct	0	1	2	

PROFESSIONAL DEVELOPMENT SKILL	RATING			COMMENTS
E Professionalism:				
1. Maintains appropriate hygiene/attire	0	1	2	
2. Assumes responsibility for own actions	0	1	2	
3. Demonstrates respect for peers/faculty/self	0	1	2	
4. Demonstrates ability to be a cooperative & contributing member of the class & the profession	0	1	2	
5. Displays integrity in academic & professional matters	0	1	2	
F Stress Management Skills:				
1. Demonstrates ability to manage own time by meeting deadlines, prioritizing self & tasks, etc.	0	1	2	
2. Works to achieve lifestyle balance incorporating student role	0	1	2	
3. Demonstrates ability to be flexible w/unexpected situations	0	1	2	
4. Manages personal emotions maturely	0	1	2	
5. Demonstrate ability to modify behavior in response to feedback	0	1	2	

Additional Comments:

Student Comments on Assessment:

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

LABORATORY EQUIPMENT & FACILITIES

Students are encouraged to use the laboratory equipment and facilities to practice their skills. This is essential for their success in the PTA curriculum. The following rules **must** be adhered to:

Laboratory Rules

1. All students must sign in and out on the sign-in sheet in the lab if they wish to use the lab for additional practice when it is not scheduled for teaching. Students are also required to sign in and out of the lab and computer room, when using them for extra practice.
2. A student may use a piece of equipment only if he/she has been instructed in its use. The student must possess a working knowledge of the equipment, including indications and contraindications.
3. No equipment is to be used unless a member of the PTA faculty is in attendance and/or has given permission.
4. Each student is responsible for the equipment he/she is using.
5. Students are to remove their shoes when utilizing the treatment tables and floor mats.
6. Report any damage of equipment immediately to the lab instructor.
7. Each student is required to clean the treatment area and equipment upon completion of use.
8. All equipment must be returned to the shelf, cabinet, etc., where it is usually stored.
9. All of the safety rules you have been instructed in when using various pieces of equipment and/or performing various procedures must be adhered to.
10. If you wish to receive additional instruction from department faculty in any procedures, you must make arrangements that are mutually convenient.
11. To insure the students' privacy and to protect them against any embarrassment, no unauthorized visitors will be permitted in the PTA lab during class session. This also applies to other course lab sessions when deemed appropriate by the instructor.
12. To insure the students' safety, it is recommended that when practicing in the lab, they do so in the company of at least two other PTA students and with the door closed.
13. Students may bring in non-alcoholic food and beverages into the lab. Food and beverages must remain in the classroom portion of the lab, away from all equipment. Students must clean up after themselves. Anything stored in the refrigerator must be labeled with the student's name and date. The department chair may assign a clean-up schedule for the PTA students if cleanliness becomes a problem.

SAFETY IN THE PTA LAB

The PTA faculty is committed to maintaining a safe environment for students enrolled in the program and visitors to the lab. At the beginning of each year, faculty members will review the location of the nearest exits, fire extinguisher, eye wash equipment, restrooms, first aid kit, material safety data sheets (MSDS) and infection control materials. Faculty members will also instruct students in the handling of fire emergencies, medical emergencies, and matters related to personal safety. The following statements summarize the safety procedures to be followed in the PTA Lab:

1. The first aid kit, eye wash equipment, MSDS notebook and infection control materials are located along the wall where the sink is located.
2. The fire extinguisher is located along the front wall.
3. There is only one exit from the PTA lab – the double brown doors. At that point, either make a right or a left to exit directly out of the building. Please follow the "Emergency Exit Signs."
4. Restrooms are located outside the PTA lab. Make a right after leaving the lab. The restrooms are down the hall on the left.

5. In the event of a fire emergency, students should activate the RACE plan. (Remove individuals from the immediate vicinity, announce the fire, attempt to contain the fire, escape.) When in doubt, announce and escape.
6. In the event of a medical emergency in which the instructor is present, the instructor will take charge of the situation. Students are to listen for instructions, which may include: activating the EMS system, obtaining equipment and supplies, assisting with CPR, removing other individuals from the area.
7. In the event where the medical emergency involves the instructor, or the instructor is not present, the student(s) must take charge. Provide emergency first aid (ABCs: airway, breathing, circulation – then bleeding).
8. In the event that the physical safety of a student and/or faculty member is threatened, the security department should be notified as soon as possible. Dial 4710.
9. Students are to maintain appropriate infection control procedures when in the lab and everywhere else.
10. Students are to notify faculty members when they have a medical condition which may prevent participation as a subject or patient-simulator in the lab setting.

CLEANLINESS IN THE PTA LAB

In order to maintain a clean and orderly work environment for all students using the PTA lab, this serves to outline the responsibilities of the students in regards to maintenance of the lab.

It is essential that all students work together to maintain an optimal learning environment so that time is not wasted during lab classes. As many as 48 students may be using the lab in a given semester. While our maintenance department handles the floors and the trash, they do not clean specific equipment and facilities in a specialized lab such as ours.

General Rules:

1. All shoes must be removed when sitting on the treatment tables or while working on floor mats.
2. Do not use the treatment tables as a writing surface without a clipboard; the ink does not come off.
3. Food is only to be eaten at the tables.
4. No food is to be left out. Any food which is left out will be disposed of.
5. Food placed in the refrigerator must be labeled with your name and date. Food that is in the refrigerator for more than two weeks will be removed by the “fridge patrol” (your fellow classmates).
6. Clean out the microwave, coffee pots, and toasters after each use.
7. The lab must be put back in its original condition after each lab. The instructors will not do this for you. That means:
 - a. All treatment tables must be put back to their **original location**, with mats back in place. Do not store extra items under the treatment tables.
 - b. All stools must be placed over on the laboratory section of the classroom.
 - c. All equipment must be placed back in its **original storage area** after each lab session.
 - d. All tables and chairs must be returned so that the room is ready for a lecture class.
 - e. The storage area/practice area must be left neat, so that it is available for studying and practice.

Of Special Note:

All first year PTA students are responsible for doing the laundry created by the PTA Program.

Thank you in advance for your cooperation with keeping our facilities neat and attractive. At the end of each semester, we also perform a “major” cleaning of the lab. All equipment should be wiped down and neatly put away. This should be completed during finals week.

PTA First Year Students: The classroom side of the room: desks, chairs, mat table, refrigerator, sink and everything on the side wall, including the rear storage room.

PTA Second Year Students: The laboratory side of the room: treatment tables, white board, storage room, the stairs, traction table, cable column, weight cart.

POLICY TO SIGN OUT EQUIPMENT, TEXTS, VIDEOS, ETC.

A. Students are encouraged to utilize texts and videos from the PTA Department Library. The following procedures must be followed:

1. Obtain item to be borrowed between the hours of 7:30am-3:30pm, Monday thru Friday. The department secretary will provide access if faculty members are not available.
2. Sign item out in BT326 (department secretary's office).
3. All items must be returned within specified time periods or further borrowing privileges will be revoked:

Textbooks – 1 week; Videos – 1 night

4. The student is responsible for returning all items borrowed in the original condition in which they found them.
 5. The student will incur any costs associated with replacing or repairing a lost or damaged item. In addition, students who have not returned borrowed items will not be cleared for graduation until this is done or proper reimbursement has been received.
- B. Lab equipment is also available for students to borrow overnight. This includes: BP Cuffs, Stethoscopes, Ace Wraps, Crutches, Walkers, Canes, Wheelchairs. **Under no circumstance** is a student to borrow a piece of equipment from the lab without instructor approval **and** without being trained in the use of the equipment. The following procedures must be followed:
1. Obtain item to be borrowed between the hours of 7:30am-3:30pm, Monday thru Friday. The department secretary will provide access if faculty members are not available.
 2. Sign item out in BT326 (department secretary's office).
 3. All items must be returned within 24 hours (unless with special permission from an instructor).
 4. The student is responsible for returning all items borrowed in the original condition in which they found them.
 5. The student will incur any costs associated with replacing or repairing a lost or damaged item. In addition, students who have not returned borrowed items will not be cleared for graduation until this is done or proper reimbursement has been received.

REPEAT POLICY

Departments in the Health Professions curricula may, with the approval of the Vice President for Academic Affairs, designate courses with an (R-1) at the end of the course description in the College Catalog, meaning that they may be repeated only once. All courses in the core Physical Therapist Assistant curriculum are designated as such. If a student withdraws from a course for any reason or fails to attain at least a C (75%), the student may petition to retake a course. The student must seek permission to retake the course from the Department Chairperson **in writing within one week of the date of withdrawal or grade distribution.**

The petition must include the following:

1. An in depth self-reflection regarding why the student was unsuccessful and a description of each/all courses the student was unsuccessful.
2. What the student believes needs to be improved upon to be successful with a passing score of 75% in each/all courses the student was unsuccessful (an educational plan).
3. How will the student achieve success in each/all repeated courses?
4. What will the student do differently and/or in preparation to return to the program?
5. Must answer the question: What makes you, the student, stand out from other candidates petitioning to repeat?
6. The petition must be written in a business letter format, 11-12 font, double spaced, without spelling or grammatical errors.

The Physical Therapist Assistant Program faculty will meet to discuss the student's petition/educational plan/request to repeat. If allowed to repeat, a learning contract will be written to address the student's individual needs. Permission to retake a course (or two in the **same** semester) may be granted only once, and only if space allows. The core Physical Therapist Assistant courses must be completed within three years of beginning the core curriculum.

Students will be required to audit and pay for auditing, as appropriate, sequential Physical Therapist Assistant courses (PTA I-IV) and the Tests & Measurement Skills course. Student must pass the lab practicals on the first attempt while auditing a core course. Students who are required to or choose to officially audit a course will also be required to pass the written final exam for each course that they officially audit. The faculty also reserves the right to require a student to repeat an entire course which has undergone significant curriculum revision as well as repeat a clinical education course.

* Repeating and auditing courses may have financial aid implications.

COSTS OF THE PROGRAM

Students will be responsible for tuition, lab fees, activity fees, accident/health insurance and any and all additional costs including: APTA Student Membership fees, all transportation to clinics, shoes, uniforms, pins, name tags, patches, etc.

- Textbooks - approximately \$450 for 1st semester, \$300 for 2nd semester, \$275 for 3rd semester and \$100 for 4th semester for PTA core courses, non core courses may run an additional \$100-300 per semester
- APTA Membership - \$85 annually (both national and state combined)
- PTA Pin - \$50
- Transportation Costs - students must pay for all costs associated with attending clinic. This includes gas, tolls, parking, meals, etc. At some clinical sites, parking could range up to \$200
- 2 Uniform shirts - \$25 each
- Lab Coats - some clinics require that students wear these (\$30-40 each)
- Name Tags - \$8
- BP cuff and stethoscope - \$50
- Goniometer - \$10
- Additional Study Aids - CD-ROMs, review books (\$64), etc.
- Physicals, Testing, and Immunizations - \$425-590 for 2 year program (this includes each annual physical and a total of three PPDs); there is an optional Hepatitis B vaccination series at an additional cost of approximately \$210. These prices are reflected by each year's pricing proposal by Partners-In-Safety. Students may choose to have their physicals performed by their family physicians accessing their family insurance.
- Drug Testing & Criminal Background Check (\$120)
- PEAT (Practice Exam and Assessment Tool) \$79.00-99.00
- Subject to change (Cost of Certification & National Physical Therapy Exam for PTAs):
 - \$103 application fee for Certification; \$50 to obtain a limited permit to work while awaiting the National Physical Therapy Exam for PTAs
 - \$400 National Physical Therapy Exam for PTAs additional fees may be required
 - \$75 National Physical Therapy Exam Prometrics sitting fee

STUDENT SUPPORT SERVICES

Department Resources – the PTA Department maintains an extensive in-house library of texts, videos, and CD-ROMs. Student computers with Internet access are available in the PTA lab. Students may also access the BAT CAVERN which is a computer aided learning facility maintained by the Biology Department, located in the Rowley Center for Science and Engineering.

Office Hours – department faculty members hold office hours each week. Students are encouraged to use these hours for advising, assistance with coursework, or anything else related to the field of Physical Therapy.

Tutoring – tutoring is available through the College's Tutoring Center, located in the LRC. The PTA Department will assist the student to obtain tutoring within the core courses. Professional tutors are available through NET TUTOR, an online tutoring service funded through the college.

The Academic Advising Center – numerous programs and services are available through this center which is located in the George Shepherd Center. These include academic advising, counseling, testing services, career services, Office of Accessibility Services, Student Support Services Program, Veteran's Affairs, Center for Adult Lifelong Learning, and the Educational Opportunity Program.

Financial Aid Office – a variety of programs, loans, and scholarships are available to students. Eligibility is based on academic progress, family income, and/or assets.

REQUIRED ATTENDANCE AT APTA SPONSORED MEETINGS

All PTA students are encouraged to attend a minimum of two APTA sponsored meetings by the time they complete the course titled Contemporary Practice (for example: one continuing education program and one business meeting). One to two continuing education courses may be substituted at the discretion of the Department Chairperson and/or Contemporary Practice Instructor. Course and meeting information may be obtained from the instructors. A typewritten synopsis of each meeting/continuing education course must be given to the Contemporary Practice Instructor. Failure to do this will result in an **“incomplete”** grade for Contemporary Practice.

ATTENDANCE POLICY

The College-wide Academic Policy for Attendance states:

“Attendance: Attendance is required in all courses. Work missed during any period of absence, regardless of the reason for the absence, must be made up by the student (see course syllabi for details). Instructors are authorized to lower grades for class absences and may withdraw non-developmental students from a course for excessive absences. Instructors shall not lower grades for absences for religious observance nor, provided the instructor’s permission is given in advance, for participation in athletics or other college-sponsored events. You should inform instructor when you anticipate an absence for religious observance so that arrangements can be made for you to make up examination, study or work requirements. If illness, accident or similar circumstances make it impossible for a student to attend classes for three or more consecutive days, it is his or her responsibility to notify the course instructor at once – please see **SURGERY/MEDICAL CONDITIONS**. It is the student’s responsibility to contact each instructor to make up missed work. Current or future awards of financial aid may be affected if a student does not attend classes for which he or she is registered.”

It is the philosophy of the PTA Department faculty and our clinical instructors that good attendance is crucial in order to: obtain all didactic material, observe and practice laboratory skills, demonstrate knowledge of course components, and implement skills/knowledge in the clinical environment.

Attendance in all lecture classes and laboratory sessions is expected. Faculty is authorized by the College to lower grades for poor attendance. The following guidelines have been established by the PTA Department Faculty. Failure to attend classes may lower final grades as follows:

3 hrs. lecture	grade lowered up to one full letter grade
6 hrs. lecture	grade lowered up to two full letter grades
9 hrs. lecture	grade lowered up to three full letter grades
1 lab session	equivalent to missing two hours of lecture
2 lab sessions	grade lowered up to one full letter grade
3 lab sessions	grade lowered up to two full letter grades
4 lab sessions	grade lowered up to three full letter grades

2 episodes of arriving late or leaving early counts as one hour absence

Attendance and promptness for all clinic sessions is also mandatory. Any days or hours missed must be made up in order to successfully complete the clinical education course.

A student may find that due to particular circumstances such as illness, or inclement weather causing hazardous road conditions he/she will not be able to attend clinic on his/her assigned day. If the student is going to be absent or late to his/her clinical affiliation, he/she is to notify the clinical instructor at his/her affiliation, the Orange County Community College faculty member scheduled to visit him/her, and the department secretary. Notification to the visiting faculty member must be made **by 7:00am** if possible. The College office must also be contacted to report early/extra and make-up days.

The student is to arrange make-up time with the clinical instructor and notify the academic clinical coordinator of the scheduled make-up date via email to the ACCE. Be aware that if Orange County Community College officially closes, you will be responsible for making up the time. Vacation time may have to be used for this purpose (Thanksgiving, Spring/Fall/Winter recess). Students who affiliate in pediatric settings should begin a minimum of two days early or discuss with their Clinical Instructor the feasibility of using Fridays as make-up days. Consult with the clinical instructor regarding the facility’s calendar, since more than two days early may be required and clinic days will need to be made up even if the pediatric setting is officially closed due to weather.

Lateness will not be tolerated in the clinical setting as this is a reflection of the student’s professional demeanor. Lateness or absences may result in failure of clinical education courses.

CELL PHONE USAGE POLICY

Use of cellular phones or any other electronic communication device for any purpose during class or exam sessions is prohibited, unless expressly permitted by the instructor. (Faculty can detail out specific policies they will enforce in their courses, if needed).

PTA CLUB

All students enrolled in the Physical Therapist Assistant curriculum are automatically entitled to membership in the Physical Therapist Assistant Club. The purpose of the club is to promote physical therapist assistant education, provide assistance to various health facilities and disabled individuals, and participate in activities that help the public to understand the field of physical therapy and its role in health care.

PINNING CEREMONY

A Pinning Ceremony is held each Spring to recognize the second year students' achievements and welcome them to the field of Physical Therapy. Faculty, administrators, students, family and friends gather to celebrate.

APTA MEMBERSHIP

The American Physical Therapy Association, founded in 1921, serves as the national organization for Physical Therapists, Physical Therapist Assistants, and students in the field of Physical Therapy. Students enrolled in our curriculum are expected to join the APTA in September of each year as the material provided by the APTA will be utilized throughout the curriculum for assigned readings, course projects, and independent learning. Membership benefits include: 1) sub-scriptions to "Physical Therapy," our professional journal; and "PT in Motion;" 2) access to "members only" information on the APTA Website; 3) discounts for APTA materials and conferences.

PROFESSIONAL LIABILITY INSURANCE REQUIREMENTS

The College maintains liability insurance for students enrolled in the PTA Program. This policy covers them while on campus taking classes or practicing in the PTA lab. Students must follow all lab rules. The College also maintains professional liability insurance to cover PTA students when enrolled in Clinical Education courses. Student may also choose to purchase their own malpractice insurance through the APTA or another company.

ACCIDENT INSURANCE

The College provides limited "Accident Insurance" for all enrolled students. Refer to the College Catalog for procedures, costs and limitations.

While Clinical Education sites will make emergency medical care available to students, the student is responsible for the costs. Some clinical affiliations will not accept a student unless he/she has health insurance coverage.

WITHDRAWAL PROCEDURES

Students are strongly encouraged to speak with their faculty advisor and the department chairperson in the event that they are considering withdrawing from any PTA course(s), Basic Exercise Physiology, and/or Anatomy & Physiology 1 and/or 2, as this will have serious implication regarding completion of the PTA program. PTA courses are only offered once each year and must

be taken in sequence. In addition, they must be taken with corresponding co-requisite courses.

If the student chooses to withdraw from one or more PTA courses, they must also withdraw from any clinical education courses they are enrolled by submitting an Add/Drop Form with appropriate signatures to the Registrar by the end of the 12th week of the semester or its equivalent.

Students who wish to resume their studies must follow the PTA Department **REPEAT POLICY**. Students will be required to pay for, and audit lab courses that they already completed so that they maintain their skills. Additionally, students who wish to resume their studies in the PTA curriculum must retake and **pass** all technical course lab practicals prior to resumption of the program. All of the PTA core courses must be completed **within a three year period**.

DISMISSAL PROCEDURES

In the event that the department faculty believe that a student's actions/behaviors on campus or in the clinical education setting warrant dismissal from the program, the PTA Department will seek to have the student removed from the program. The Department will abide by all due processes afforded to the student. If necessary, the Behavioral Intervention Team will be convened as per academic policy.

DUE PROCESS

Orange County Community College has established procedures for students to follow in the event that they feel their rights or freedoms have been violated. Both formal and informal grievance procedures are located on the College website. The PTA Department abides by these procedures.

Complaints that fall outside due process should be made to the program director. These will be dealt with on a case-by-case basis. Records of each complaint and the resolution will be maintained in the program director's office.

SECTION V

PTA DEPARTMENT PHONE NUMBERS & E-MAIL ADDRESSES

Dr. Maria Masker	845/341-4290 – maria.masker@sunyorange.edu
Dr. Edward Leonard	845/341-4280 -- edward.leonard@sunyorange.edu
Ms. Rita Palladino	845/341-4291 – rita.palladino@sunyorange.edu
Mrs. Peggy Boyle, secretary	845/341-4291 – margaret.boyle@sunyorange.edu

SECURITY

Security Office:	Located in Horton Hall
Telephone:	341-4710

Emergency Phone Locations:

Bio Tech Building:	341-4673 (3 rd floor near Room 314) 341-4674 (1 st floor near Computer Center) 341-4675 (2 nd floor near Room 254)
George Shepard Center:	341-4676 (2 nd floor near Student Activities Office) 341-4677 (3 rd floor near Counseling)
Harriman:	341-4678 (near Room 205) 341-4027 (2 nd floor near Chair Lift) 341-4028 (3 rd floor near Chair Lift)
Hudson:	341-4679 (near Room 106)
LRC:	341-4680 (1 st floor Lobby Area)
Orange Hall:	341-4681 (outside of Theater)
Phys Ed:	341-4682 (Main Lobby) 341-4683 (Pool Area)
Horton:	341-4685

To further enhance our campus security, the College has hired an individual to fill the position of Evening Security Supervisor. The hours for the Evening Security Supervisor will be from 3:00-11:00pm, Monday through Friday; dial extension 4710.

WELLNESS CENTER

The Wellness Center at Orange County Community College, located in the George Shepard Student Center, 2nd floor, is available to all students, faculty and staff. A Registered Nurse is on duty whenever the office is open.

Office Hours: Monday-Friday.....8:30am-4:30pm

Telephone: 341-4870

Fax: 341-4872

E-mail: wellnesscenter@sunyorange.edu

Web site: <http://www.sunyorange.edu/wellness/>

EMERGENCY/FIRST AID PROCEDURES

In the event of any accident or medical emergency on campus, the following procedures should be followed:

1. Contact the Wellness Center at ext. 4870

OR

2. Call Security at ext. 4710.

OR

3. Call 911 if you feel the situation warrants. (YOU MUST ALSO NOTIFY SECURITY AT EXT. 4710)
4. Please be aware that an accident report must be filled out by the Nurse for insurance claim purposes on all staff and student accidents.

Information to Give Nurse or Operator:

1. Describe the type of emergency and assistance needed to the best of your ability; **if victim is unconscious or not breathing, state that immediately.**
2. Give your name and extension from which you are calling.
3. Give name of victim (if known) and exact location.
4. **Hang up last** to insure that nurse or operator has no further questions.

Be Prepared To:

1. Know the location of nearest First Aid Kit and AED in your building.
2. Have someone meet nurse or ambulance attendants at a specified location.
3. Give as much detail as possible regarding situation, e.g., time of occurrence, injuries noted, possible causes.
4. In the event of a life-threatening illness or injury when neither the nurse nor security is available, call Mobile Life at 343-1212 or Dial 911.

STUDENT ACCIDENT INSURANCE PLAN:

Full-Time Students Only: full-time students are covered 24 hours a day for **both health** and **accident** insurance. Accident insurance coverage is through to the end of the academic calendar (August 31); health insurance applies assuming full-time status only.

Part-Time Students Only: part-time students are covered for **accident** insurance **only** 24 hours a day through to the end of the academic calendar (August 31).

For additional information, please contact School Nurse @ 341-4870.

**** For complete emergency procedures, please refer to the Emergency Procedure Index located adjacent to every doorway.**

SECTION VI

METHODS FOR SUCCESS

Student Responsibilities:

In order to facilitate the learning process and make the most of the college experience, students should:

1. **Attend all classes and lab sessions.** You are responsible for all material presented in class. If you miss classes, the instructor is not required to present the material again.
2. **Be on time.** It is recommended that you arrive five to ten minutes early for class to get settled. Arriving late for patient care or meetings in the work environment would not be professional nor would it be tolerated by your employer. Arriving late for class will cause you to miss important material and quizzes, as well as lower your grades.
3. **Be prepared** to spend a minimum of two hours of studying outside of class for every hour in class or lab. In order to master lab skills, you will need to use practice lab time.
4. **Review assigned readings prior to attending class.** You are responsible for all material in the assigned readings.
5. **Maintain a working knowledge of previously presented material.** The Physical Therapist Assistant curriculum is considered cumulative. In addition, information learned in earlier courses such as Anatomy & Physiology and Psychology will be required to successfully complete Physical Therapist core courses. Due to the heavy reliance of the PTA core curriculum on the A&P courses, they must successfully be completed within the five year time span prior to entering the core curriculum. A "C" is required in Anatomy & Physiology I & II and Basic Exercise Physiology to continue in sequence through the program.
6. **Maintain a 75% average in all core coursework.** Students are expected to keep track of their grades according to the course syllabus. Successful completion of PTA --- course requires a C (75%) and is necessary to progress to the next semester.
7. **Complete all assignments on time.** Late assignments will be penalized as outlined in the course syllabus.
8. **Actively participate in all classes and labs.** Ask appropriate questions and provide answers. A portion of your final grade is based on classroom participation.
9. **Access the web-enhanced portions of your classes.**
10. **Adhere to the Code of Student Conduct** published in the Orange County Community College Student Handbook and to the American Physical Therapy Association's GUIDE FOR PROFESSIONAL CONDUCT, STANDARDS OF ETHICAL CONDUCT FOR THE PHYSICAL THERAPIST ASSISTANT, and STANDARDS OF PRACTICE FOR PHYSICAL THERAPY. Failure to adhere to these policies will result in immediate dismissal from the Physical Therapist Assistant program.

Faculty Responsibilities:

In order to facilitate the student's learning experience, the faculty will:

1. **Prepare and present a comprehensive education curriculum** based on the guidelines established by CAPTE and the APTA.
2. **Provide the students with appropriate professional role models.** Faculty will consistently demonstrate good medical ethics, organizational skills, and compassion for others. Faculty will continue to further their knowledge through advanced degree coursework, continuing education courses, reading of professional journals, work in clinical facilities, and educational interaction with their peers.

3. **Be available to meet with students.** Faculty will be available during posted office hours. Student may also arrange to meet with faculty at mutually convenient hours.
4. **Keep student apprised of academic status in each core course.** Faculty will assess academic progress through the use of written oral exams, quizzes, lab practicals, papers, classroom participation and oral presentations. Faculty will grade these in a timely fashion and provide students with feedback. Faculty will hold mid-semester conferences with each student to discuss student performance. Faculty members may elect to develop a Learning Contract for students who are having difficulties with a particular course. Students who are having difficulty will be requested to meet with faculty on a regular basis.
5. **Provide students with information** tutoring, the counseling center, and other academic support services.

REQUIRED TEXTS

PTA101 – PTA I

Curtis & Newman, THE PTA HANDBOOK: KEYS TO SUCCESS IN SCHOOL & CAREER FOR THE PTA
Goodman, PATHOLOGY FOR THE PHYSICAL THERAPIST ASSISTANT
Lippert, CLINICAL KINESIOLOGY FOR PHYSICAL THERAPIST ASSISTANTS
Martin & Kessler, NEUROLOGICAL INTERVENTION FOR PTAs
Fairchild, PRINCIPLES & TECHNIQUES OF PATIENT CARE
Schmitz & O'Sullivan, PHYSICAL REHABILITATION ASSESSMENT & TREATMENT

PTA103 – INTRODUCTION TO PHYSICAL THERAPY

Curtis & Newman, THE PTA HANDBOOK: KEYS TO SUCCESS IN SCHOOL & CAREER FOR THE PTA
Martin & Kessler, NEUROLOGICAL INTERVENTION FOR PTAs
Fairchild, PRINCIPLES & TECHNIQUES OF PATIENT CARE

PTA105 – MEDICAL CONDITIONS FOR THE PTA

Goodman, PATHOLOGY FOR THE PHYSICAL THERAPIST ASSISTANT
Leonard, QUICK & EASY MEDICAL TERMINOLOGY
Martin & Kessler, NEUROLOGICAL INTERVENTION FOR PTAs
Schmitz & O'Sullivan, PHYSICAL REHABILITATION ASSESSMENT & TREATMENT

PTA102 – PTA II

Behrens, PHYSICAL AGENTS, THEORIES AND PRACTICE

PTA104 – KINESIOLOGY

Biel, TRAIL GUIDE TO THE BODY
Biel, TRAIL GUIDE TO THE BODY WORKBOOK
Lippert, CLINICAL KINESIOLOGY FOR PHYSICAL THERAPIST ASSISTANTS

PTA201 – PTA III

Goodman, PATHOLOGY FOR THE PHYSICAL THERAPIST ASSISTANT
Kisner & Colby, THERAPEUTIC EXERCISE: FOUNDATIONS & TECHNIQUES
Martin & Kessler, NEUROLOGICAL INTERVENTION FOR PTAs
Schmitz & O'Sullivan, PHYSICAL REHABILITATION ASSESSMENT & TREATMENT

PTA207 – TEST & MEASUREMENT SKILLS FOR THE PTA

Daniels & Worthingham, MUSCLE TESTING
Norkin & White, MEASUREMENT OF JOINT MOTION: A GUIDE TO GONIOMETRY

PTA202 – PTA IV

Dole & Chafetz, Pediatric Rehab Notes, Evaluation & Intervention Pocket Guide
All textbooks purchased to date

PTA208 – CONTEMPORARY PRACTICE IN PHYSICAL THERAPY

Curtis & Newman, THE PTA HANDBOOK: KEYS TO SUCCESS IN SCHOOL & CAREER FOR THE PTA

IN ADDITION TO REQUIRED HARD COPY TEXTBOOKS STUDENTS MUST BE PREPARED TO PURCHASE ACCESS TO ONLINE SUPPLEMENTAL/REQUIRED INFORMATION.

SUGGESTED TEXTBOOKS

Andrews, REHABILITATION OF THE INJURED ATHLETE

Effgen, MEETING THE PHYSICAL THERAPY NEEDS OF CHILDREN

Giles, A GUIDE TO SUCCESS

Gulick, ORTHO NOTES - Clinical Examination Pocket Guide

Irwin & Techlin, CARDIOPULMONARY PHYSICAL THERAPY

Magee, ORTHOPEDIC PHYSICAL ASSESSMENT

Pauls & Reed, QUICK REFERENCE TO PHYSICAL THERAPY

Rothstein, THE REHAB SPECIALIST'S HANDBOOK

Techlin, PEDIATRIC PHYSICAL THERAPY

Various licensure examination study guides

APTA – GUIDE TO PHYSICAL THERAPIST PRACTICE

*** IT IS STRONGLY RECOMMENDED THAT ALL PTA STUDENTS BECOME MEMBERS OF THE APTA.**

PTA CLINICAL EDUCATION SITES (3/17)

Abilities First

230 North Road
Poughkeepsie, NY 12601
Diane Pedevillamo, PT
Kimberly Bowles, OTR/L
(OT/PT Coord.-Dir of Early Intervention)
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Access (Armonk) Physical Therapy & Wellness

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Armonk, NY 10504
Shannon Albanese, PT
888/418-1724
www.info@accessptw.com

&

Access (Liberty) Physical Therapy & Wellness

1987 State Rt. 52, Suite 11
Liberty, NY 12754
Douglas Abplanalp, MPT, ATC
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Access (Goshen) Physical Therapy & Wellness

30 Hatfield Lane, #203
Goshen, NY 10924
Shannon Albanese, PT
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Access (Monroe) Physical Therapy & Wellness

505 Route 208
Monroe, NY 10950
Jessica Bach, PT
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181 Jersey Avenue
Port Jervis, NY 12771
Shannon Albanese, PT
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shalbanese@accessptw.com

Achieve & Rehab Nursing Facility

170 Lake Street
Liberty, NY 12754
Amy Lorino, OTR, MS
alorino@achieverehabny.com
292-4200 x3253

AHRC – George Robinson Center

PO Box 379, Mt. Hope Road
Middletown, NY 10940
Teresa Gurrieri, PT
845/344-2292, ext.4135

AHRC – Pre School Learning Experience

1145 Little Britain Road, Suite 300
New Windsor, NY 12553
Lisa Hess, PT
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Alliance Hand & Physical Therapy

MAIL TO: 90 Lincoln Avenue
Hawthorne, NJ 07506
(24 Booker Street
Westwood, NJ 07675)
Nisha Bhatt, PT (personal phone 973/304-0430)

(201) 722-1227

nbhatt@alliancehpt.com

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Alliance Hand & Physical Therapy

330 Franklin Turnpike
Mahwah, NJ 07430
Nisha Bhatt, PT (24 Booker St., Westwood,
201/684-1444 NJ 07675)

mikeformisano@alliancehpt.com

Atlantic Health System (Newton Medical Center)

175 High Street
Newton, NJ 07860
Linda J. Jehl, PT/Loretta Ritter, PT
973/579-8600 fax: 973/383-9869
www.nmhnj.org ljehl@nmhnj.org

&

Jo-Ann DiLullo, Administrative Asst
Community Health Department
973/579-8340 fax: 973/383-4172

Baptist Home of Brookmeade

46 Brookmeade Drive
Rhinebeck, NY 12574
Dan Benjamin, PTA
845/876-2071

Beth Israel Medical Center

Linsky-Department of Rehab Therapies
1st Avenue & 16 Street
New York, NY 10003
212/870-9466
tmars@chpnet.org

BOCES – Orange/Ulster Counties

Gibson Road
Goshen, NY 10924
Bill Lynch, PT
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BOCES – Rockland County

65 Parrott Road
West Nyack, NY 10994
Nancy Shakauri, PT
845/627-4796
www.rocklandboces.org nshakour@rboces.org

BOCES – Sullivan County
52 Ferndale Loomis Road
Liberty, NY 12754-2117
Andrea Falcone, PT
845/292-7900 x4415 or 4108 afalcone@scboces.org

Bon Secours Hospital
160 East Main Street
Port Jervis, NY 12771
Karen Little, PT
845/858-7000 x7112

Burke Rehabilitation Center
785 Mamoroneck Avenue
White Plains, NY 10605
914/597-2396
www.burke.org pjones@burke.org

Campbell Hall Health Care Center
23 Kiernan Road
Campbell Hall, NY 10916
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845/294-8154
d.marks@campbellhallrehab.com

Catskill Orange Physical Therapy
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75 Crystal Run Road, Suite #135
Middletown, NY 10940
Carli Obermeyer, PT
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www.catskillorangeortho.com

Catskill Regional Medical Center – PT Dept.
PO Box 800, Harris-Bushville Road
Harris, NY 12742
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845/794-3300 x2792
pawlowj@crmcny.org conolok@crmcny.org

Center for Discovery
PO Box 840
Harris, NY 12742
Lisa Gradziel, PT, CCCE
lgradziel@tcfd.org
794-1400

Center for Spectrum Services (Children's Annex)
40 Kukuk Lane
Kingston, NY 12401
Adam Castitilone, PT
336-2616 x125
acastitilone@centerforspectrumservices.org

Chester Physical Therapy (Access PT & Wellness)
101 Brookside Avenue
Chester, NY 10918
Brian Weslowski, PT
469-2224

Crystal Run Health Care
95 Crystal Run Road
Middletown, NY 10941
Patrick Rossillo, PT
703-6999

Drayer PT Institute
3A Main Street, Suite 4
Sparta, NJ 07871
Tara Gerber, PT
973/726-7400
&

Drayer PT Institute
100 Wheatfield Drive
Milford, PA 18337
Penny Chase, PT
570/296-5922
&

Drayer PT Institute
Corporate Office
8205 Presidents Drive, 2nd Floor
Hummelstown, PA 17036
Emily Smith

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22 Robert R. Kasin Way
Beacon, NY 12508
Tracey Cassel-Dworetzky, OTR/L
845/231-5713 Fax: 845/831-1124
tcassel@elant.org
&

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172 Meadow Hill Road
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845/564-1700 x5644
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Elant @ Wappingers
37 Mesier Avenue
Wappingers Falls, NY 12590
Darlene Bates, PTA
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dbates@elant.org

Ellenville Regional Hospital
Route 209
Ellenville, NY 12428
Theresa Aversano, MSPT
845/647-6400 x225
tmrancel@ellenvilleregional.org

Golden Hill Nursing & Rehab Center
99 Golden Hill Drive
Kingston, NY 12401
Mark Orido, PT
340-3390
MOrido@ghnrc.com

Good Samaritan Hospital
Route 59
Suffern, NY 10910
Howard Wilen, PT
845/368-5253
www.goodsamhosp.org howard_wilen@bshsi.org

Health Alliance of the Hudson Valley:
Benedictine Hospital
Physical Medicine 7 Rehab
2 Spellman, 105 Mary's Avenue
Kingston, NY 12401
Kevin Rudolph, PT
845/338-2500 x4933
krudolph@benedictine.org
&
Kingston Hospital
396 Broadway – 4th Floor (Rehab)
Kingston, NY 12401
Barbara Engel, OTR
845/334-2870

Helen Hayes Hospital
Route 9W
West Haverstraw, NY 10993
Mary Wainwright, PT
845/786-4000
www.helenhayeshospital.org
wainwrightm@helenhayeshosp.org

Highland Physical Therapy
280 Route 299, Suite 1
Highland, NY 12528
Jeffrey M. Gersch, PT
691-9169

Inspire/CP Center
2 Fletcher Street
Goshen, NY 10924
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Kingston Physical Therapy & Sports Rehab PC
340 Plaza Road
Kingston, NY 12401
Charissa Makish, PTA
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Lutheran Care Center at Concord Village
965 Dutchess Turnpike
Poughkeepsie, NY 12603
Teri Jennings, MSPT (Rehab)
Paula Kennedy, PHR (Human Resources)
845/486-9494, ext. 229 (Rehab)
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1219 Dolsontown Road
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Millbrook Physical Therapy, PC
135 Clove Branch Road
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John Roger, PT, DPT
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Millbrook, NY 12545
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Jlynch427@gmail.com

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301 Manchester Road
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Nancy Moriarity, PT
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nancy@moriartypt.com

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(Poughkeepsie Office)
30 Columbia Street
Poughkeepsie, NY 12601
Patricia Cave, PT
845/231-5600
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(Hopewell Junction Office)
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Hopewell Junction, NY 12553-5367
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345 North Main Street
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franknanip+pc@covad.net

New York Hand & Physical Therapy
66 Middlebush Rd., Suite 200
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Patrick Clough, PT, CHT
632-6775 (Fax: 845/632-6777)
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Northern Dutchess Hospital
10 Springbrook Avenue, PO Box 5002
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crubsam@health-quest.org

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PO Box 256, 476 Christian Herald Road
Valley Cottage, NY 10989
Darsan Nair, PT
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Orange Physical Therapy
495 Schutt Road Extension, Suite 9
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Orange Regional Medical Center
707 East Main Street
Middletown, NY 10940
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www.ormc.org amcenroe@ormc.org

The Rehab Center @ Crystal Run (ORMC)
110 Crystal Run Road
Middletown, NY 10940
Diane Strysko, OTR
845/695-8731 (Out-Pt)

Orthopedic Assoc. of Dutchess County
1910 South Street
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Orthopedic Assoc. of Dutchess County
400 Westage Business Center Drive
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Orthopedic Assoc. of Dutchess County
918 Ulster Avenue
Kingston, NY 12401
Keith Clare, DPT
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Orthopedic Assoc. of Dutchess County
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Peak PT Inc.
260 North Street
Newburgh, NY 12550
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Peak PT Inc.
84 East Main Street
Washingtonville, NY 10992
845/496-1616
peakpt@frontiernet.net

&

Peak PT Inc.
127 New York 302
Pine Bush, NY 12566
Brian Farrell, PT
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Physical Therapy Professional Care
PO Box 519
Milford, PA 18337

Laura Mulhare, PT
845/674-5902
laura@ptprocare.com

Pike Physical Therapy & Fitness Center
1346 Route 739
Dingmans Ferry, PA 18328
Donna Kleso, Manager
570/686-4300 (fax: 570/686-4302)

T. Piserchia, MD, PC
PO Box 1017, 22 Canal Street
Port Jervis, NY 12771
Garry Hazen, PT
845/858-8567

Premier Care Physical Therapy
55 Sturgis Road, Suite 2
Monticello, NY 12701
Michael Parlapiano, PT, DPT & Chris McGinnis, PT, DPT
845/707-4371

Reyes/Reyes Physical Therapy PLLC
830 Atlantic Avenue
Baldwin, NY 11510
Juanito Reyes, PT, DPT
516/867-5050

Rockland Orthopedics & Sports Medicine
327 Route 59 (Colonial Square)
Airmont, NY 10952
Lynn Marro, PT, DPT, OCS
356-2900

&

Rockland Orthopedics & Sports Medicine
Shop Rite Plaza – 785 Route 17M
Monroe, NY 10950
845/356-2900
www.rocklandorthopedics.com

Schnurmacher Center for Rehabilitation & Nursing
12 Tibbits Avenue
White Plains, NY 10606
Iryn Obaldo Fontanosa
914/287-7264

Sports Physical Therapy of NY, PC – Somers
293 Route 100, Suite 107
Somers, NY 10589
Phil DeMase, PT
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pdemase@aonpt.com

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Sports Physical Therapy of NY, PC
99 Dutch Hill Road, Ste 1300
Orangeburg, NY 10962
Aimee Alexander
845/425-9475

Laura Stevens, PT
550 Route 32, PO Box 729
Highland Mills, NY 10930
845/928-2426
lstevensptpc@optimum.net

St. Anthony Community Hospital Ctr for Physical Rehab
153 South Route 94
Warwick, NY 10990
Ellen Fotis, PTA
845/987-5150

&

St. Anthony Hospital
15 Maple Avenue
Warwick, NY 10992
Shannon Albanese, PT
845/987-5501

www.stanthonycommunityhosp.org

MidHudson Regional Hospital (St. Francis Hospital)
(In Pt OT/PT)
241 North Road (5 Spellman Classroom)
Poughkeepsie, NY 12601
Brenda Koepp, PT
845/431-8780 (Beeper: 845/455-5528)

&

Therapy Connection (Satellite)
241 North Road
Poughkeepsie, NY 12601
845/485-5087

&

MidHudson Regional Special Needs Program - Martha
Lawrence Site
23 Spackenkill Road
Poughkeepsie, NY 12603
Mary Thompson, PT/Sharon Duffy-Batt, MPS, OTR
845/431-8295 (M.Thompson direct #)
845/483-5000 (13746)
845/462-0079 (Spackenkill Site)
845/431-8815 (Mary Thompson's phone #)
mary.thompson@westchestermedicalcenter.org

St. Luke's-Cornwall Hospital (Cornwall)
19 Laurel Avenue
Cornwall, NY 12518
845/458-4549

&

St. Luke's-Cornwall Hospital (Newburgh)
70 DuBois Street
Newburgh, NY 12550
Gwen Borsenberger, SLP
845/568-2422 (PT Dept: 568-2395) (Hosp.: 561-4400)

&

St. Luke's-Cornwall Hospital (Fishkill)
All Sport & Physical Club
170 Old Main Street
Fishkill, NY 12524
Lisa Cipollini, PT
896-6978

Ten Broeck Commons
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Wayne Memorial Rehab Services
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Highland, NY 12528
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VIDEO LIBRARY LIST

001	---	The World of Physical Therapy – APTA
002	---	Effective Communication & Feedback
003	---	Medicare Prospective Payment Systems (DRG's)
004	---	Dynex III – Instructional video
005	---	Understanding the Totality: Margaret Rood
006	---	Urias Stroke Rehab Video
007	---	Cognition After Stroke
008	---	Brunnstrom's Techniques for Facilitation of UE Motion of Stroke Pt
009	---	Head Injury – Functional Outcomes & Community Re-entry – Part 1 & 2
010	---	Head Injury – Functional Outcomes & Community Re-entry – Part 3
011	---	Cognitive Levels of Recovery: Approach to Head Injured Patient
012	---	Evaluation of Pt w/Brain Dysfunction Secondary to Traumatic Head Injury
013	---	Bobath – An Interview
014	---	Bobath – Neurophysiological Basis of Bobath Approach to Treatment - I
015	---	Bobath – Neurophysiological Basis of Bobath Approach to Treatment – II
016	---	Bobath – Assessment & Tx Planning – Child with CP
017	---	Bobath – Assessment & Tx Planning – Adult w/Hemiplegia
018	---	Development of Motor & Reflex Behavior
019	---	Neuromotor Assessment
020	---	Supervision – Development of Therapeutic Competence
021	---	Challenged Equestrians
022	---	Burn Care – A Team Challenge
023	---	Burnscar Management – JOBST
024	---	Ball Dynamics, Spinal Stabilization: Utilizing the Swiss Ball
025	---	Quadraplegia – Physical Therapy of Patient
026	---	Above Knee Amputee – Beginning Prosthetic Training
027	---	Above Knee Amputee – Beginning Prosthetic Training
028	---	Shaping the Residual Limb – Stump Wrapping & Temporary Prosthesis
029	---	Preparation for Functional Activities: Exercise & Ambulation
030	---	Reciprocating Gait Orthosis
031	---	Function In Gait: Facilitating Lower Extremity Part I & II
032	---	Function In Gait: Facilitating Lower Extremity Part III
033	---	Canes & Walkers Part I
034	---	Canes & Walkers Part II
035	---	Assisted Transfers
036	---	Children w/Minor CNS Disorder – Eval & Tx Part I & II
037	---	Children w/Minor CNS Disorder – Eval & Tx Part III
038	---	CES – Basic Physiological Response
039	---	CES – Systematic Approach to Clinical Application
040	---	Parkinsons Disease
041	---	Treat Your Own Back – Robin MacKenzie
042	---	Muscle Testing – Program 1 – Trunk & Hip Muscles – Length Tests
043	---	Muscle Testing – Program 2 – Trunk & Hip Muscles – Strength Tests
044	---	Muscle Testing – Program 3 – Shoulder Joint & Shoulder Girdle Muscles
045	---	Muscle Testing – Program 4 – Elbow, Forearm & Hand Muscles
046	---	Muscle Testing – Program 5 – Lower Extremity Muscles
047	---	The Art of Clinical Instruction
048	---	Cervical Traction
049	---	Lumbar Traction
050	---	Toward Independence: Importance in Wheelchair Seating
051	---	Therapist to Teacher
052	---	Physical Exam of the Musculoskeletal System – Introduction
053	---	Physical Exam of the Musculoskeletal System – The Knee
054	---	Physical Exam of the Musculoskeletal System – The Hip
055	---	Physical Exam of the Musculoskeletal System – Shoulder & Elbow
056	---	New Moves Program 2 – Basic Wheelchair Skills
057	---	New Moves Program 3 – Advanced Wheelchair Skills
058	---	New Moves Program 4 – Wheelchair Comfort & Performance

059	---	Phoresor II (TM) Iontophoretic Drug Delivery System
060	---	Amputee Therapy
061	---	Upper Extremity Amputee Prosthesis
062	---	Medication & Dementia
063	---	Assessment of the Geriatric Patient w/Total Hip Replacement
064	---	Infant Motor Development: A Look at the Phases
065a	---	Perspectives of Dying: #1 & #2
065b	---	Perspectives of Dying: #3 & #4
066	---	Temperature, Pulse, & Respiration
067a	---	Neurodevelopmental Analysis: Neonate – 3 months
067b	---	Neurodevelopmental Analysis: 4 – 7 months
067c	---	Neurodevelopmental Analysis: 8 – 12 months
068a	---	Use of Your TENS
068b	---	TENS Application Tips
069	---	AOTA Ethics
070	---	Passive Range of Motion – In-service Education
071	---	Positioning, Turning & Transferring
072a	---	Head Trauma: A System of Care Part 1
072b	---	Head Trauma: A System of Care Part 2
073	---	Knee Rehabilitation
074	---	Spinal Cord Injury
075	---	Low Back Pain Problem Management
076	---	Total Gym
077	---	Total Hip Joint Replacement
078	---	Modalities of Physical Therapy
079	---	A Parent's View of Technology
080	---	Perspectives on Aging
081	---	Instruction in Range of Motion
082	---	Burn Management - 1
083	---	Burn Management - 2
084	---	Burn Management – 3
085	---	Decubitus Ulcers: Cleansing & Debridement
086	---	Infection Control: An AIDS Update
087	---	Ten Most Commonly Used Spinal Manipulations
088a	---	Low Back Pain – Tape 1
088b	---	Low Back Pain – Tape 2
088c	---	Low Back Pain – Tape 3
088d	---	Low Back Pain – Tape 4
088e	---	Low Back Pain – Tape 5
088f	---	Low Back Pain – Tape 6
088g	---	Low Back Pain – Tape 7
088h	---	Low Back Pain – Tape 8
089a	---	Spinal Cord Injury & Disease Update – Tape 1
089b	---	Spinal Cord Injury & Disease Update – Tape 2
089c	---	Spinal Cord Injury & Disease Update – Tape 3
089d	---	Spinal Cord Injury & Disease Update – Tape 4
089e	---	Spinal Cord Injury & Disease Update – Tape 5
089f	---	Spinal Cord Injury & Disease Update – Tape 6
090	---	Block Aids
091	---	Health Sciences Consortium – Low Back Flexion Exercises
092	---	Health Sciences Consortium – Self-Range of Motion for Lower Extremity Stretching
093	---	Easy-Up Handle for Walkers
094	---	Sensory Integration Therapy
095	---	Perspectives of Aging, #1, 2, 3, 4
096	---	Post-Polio Syndrome

097	---	Station, Gait & Cerebella Function
098	---	It Won't Happen to Me
099	---	Basic Elements of Clinical Training
100	---	EASYTRANS – Easy Transfer System
101	---	Standing Aid of Iowa
102	---	Assessing Breath Sounds
103	---	Physical Therapy: 1900's
----	---	STROKE VIDEOS FOR PATIENTS, FAMILY & STUDENTS (housed in the OTA Lab-see Instructor to view)
104	---	Basic Nursing Care; Medical Asepsis
105	---	Application of Binders & Bandages
106	---	Medical Asepsis
107	---	Use of Patient Lifters
108	---	Positioning to Prevent Complications
109	---	Transfer Activities & Ambulation
110	---	Topical Treatment of Burns
111	---	Management of the Burned Patient
112	---	Rehabilitation of the Patient w/Stroke
113	---	The Hyperactive Child
114	---	Adapted Aquatics
115	---	The Young Spastic Child
116	---	Verbal Barriers to Communication
117	---	Effective Listening
118	---	Medical Asepsis
119	---	Effective Speaking Program 1
120	---	Eval of Pt w/Brain Dysfunction Secondary to Traumatic Head Injury
121	---	Caring for a Family Member at Home
122	---	EASY DOES IT! Safety-Transfers-Mechanical Lifts
123	---	Proprioceptive Neuromuscular Facilitation: Principles & Techniques
124	---	Ball Dynamics: Orthopedic, Sports Medicine & Fitness Exercises Using the Swiss Gym Ball
125	---	Basic Differences
126	---	Normal Walking: An Overview Based on Gait Analysis
127	---	The Treatment of Attention Deficit Disorder in Adults
128	---	Principles of Pathologic Gait in Cerebral Palsy
129	---	Spinal Injuries: Recovery of Function
130	---	Spinal Injury
131	---	Adapted Aerobic Video, American Heart Assoc., Helen Hayes Hospital
132	---	Hip Replacement Therapy
133	---	Wound Care & Applying Dressings
134	---	Ethics, Residents' Rights, and Dignity
135	---	You're Not Alone
136	---	TV Show, WITHOUT PITY
137	---	Normal Infant Reflexes & Development
138	---	Pediatric Therapy – A Career in Demand
139	---	Proprioceptive Neuromuscular Facilitation: Principles & Techniques
140	---	Rehabilitation of the Injured: Work Capacity Evaluation & Work Hardening
141a	---	Fundamentals of Therapeutic Massage – Massage Overview & Draping Procedures
141b	---	Fundamentals of Therapeutic Massage – Body Mechanics
141c	---	Fundamentals of Therapeutic Massage – Massage Manipulations
141d	---	Fundamentals of Therapeutic Massage – Massage Techniques
142	---	Feldendrais Awareness Through Movement
143	---	The Living Body – The Aging Process
144	---	Living Fully Until Death
145	---	Death
146	---	Reservoirs of Strength
147	---	Living Fully Until Death

148	---	Aquatics for Children w/Disabilities
149	---	The Mobile Prone Stander
150	---	New Dimensions in Health Promotion for Persons w/Spinal Cord Injury
151	---	PT – High Volt Galvanic Stimulator
152	---	Standing Room Only/Making Strides
153	---	Sabolich Prosthetic & Research Center
154	---	Barrier Free Lists of New England “Helping You Achieve Greater Mobility”
155	---	A Walk w/Laura
156	---	Adapted Aerobic Video, American Heart Association
157	---	Danbury Hospital Physical Medicine & Rehab: Your Route to Prof Development
158	---	Jumping Into Plyometrics
159	---	Willowbrook: The Last Great Disgrace (Mental Retardation)
160	---	Viewer’s Guide Normal Development of Walking
161	---	Positioning the Physically Challenged Student
162	---	Who Are They Now?
163	---	Prosthetic Fitting & Self-Care Skills in a Bilateral Above Elbow Traumatic Amputee
164	---	Cultural Diversity in Physical Therapy
165	---	Hands-On Health Care: The Profession of Physical Therapy
166	---	Bodyblade
167	---	People Walking: Pathological Patterns & Normal Changes over the Lifespan
168	---	Grace
169	---	Neuromotor Assessment & Treatment Planning: Cerebral Palsy-Spastic Quadriplegia
170	---	Normal Hand Development: Birth to 15 months
171	---	Advanced Gait Training for Lower Extremity Amputee Patients
172	---	Respiratory Management of the Patient with Quadriplegia
173	---	Aqua Exercise to Reduce “Back Pain”
174	---	Pool Exercise Program
175	---	Therapy & Beyond: Aquatic Therapy for Spinal Cord Injuries
176	---	Functional Training for Physical Rehabilitation
177a	---	Functional Fitness & Rehabilitation Lower Extremity – Video 1
177b	---	Functional Fitness & Rehabilitation Lower Extremity – Video 2
177c	---	Functional Fitness & Rehabilitation Lower Extremity – Video 3
178	---	The ThAIRapy Vest
179	---	Urinary Incontinence in Women
180	---	Bladder Leakage

PTA DEPARTMENT BOOK LIST

- A**
- ADULT EXERCISE, Pfau, Therapy Skill Builders
 - ADULT HEMIPLEGIA, EVALUATION & TREATMENT, Bobath
 - ADULT HYDROTHERAPY, Reid-Campion
 - ADULT POSITIONS, TRANSITIONS & TRANSFERS, Ossman & Campbell
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 - ALZHEIMER'S – A CARE GIVERS GUIDE & SOURCE BOOK, Gruetzner
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 - APPLIED KINESIOLOGY, Jansen & Schultz
 - AQUATIC EXERCISE, Sova
 - ACUATICS, Dulcy
 - AQUATICS: THE COMPLETE REFERENCE GUIDE FOR AQUATIC FITNESS PROFESSIONALS, Sova
 - AQUATIC THERAPY USING PNF PATTERNS, Jamison & Ogden
 - AROMATHERAPY FOR BODYWORKERS, Shutes & Weaver
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 - ASSESSMENT IN OCCUPATIONAL THERAPY & PHYSICAL THERAPY, VanDeusen & Brunt
 - AT ARM'S LENGTH: GOALS FOR ARM & HAND FUNCTION, Siegling & Click
 - ATHLETE'S SHOULDER, Andrews/Wilk
 - ATLAS OF LIMB PROSTHETICS, 2nd Ed., Ed by Bowker & Michael
 - ATLAS OF PATHOPHYSIOLOGY, 2nd Ed, Anatomical Chart Company
 - ATTENTION DEFICIT DISORDER: STRATEGIES FOR SCHOOL-AGE CHILDREN, Jones
 - ATYPICAL INFANT DEVELOPMENT, 2nd Ed, Ed by Hanson
- B**
- BACK IN BALANCE, Headley
 - BALANCE, APTA
 - BALANCED BODY, 2nd Ed, Sceumann
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 - BARR'S HUMAN NERVOUS SYSTEM: AN ANATOMICAL VIEWPOINT, 8th Ed, Kiernan
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 - BASIC CLINICAL MASSAGE THERAPY, 2nd Ed, Clay & Pounds
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 - BASIC HUMAN NEUROPHYSIOLOGY, Guyton
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 - BIOMECHANICS OF SPORTS & EXERCISE, McGinnis
 - BIOPHYSICAL FOUNDATIONS OF HUMAN MOVEMENT, 2nd Ed, Abernathy, et al
 - BODY MECHANICS MANUAL
 - BONES & JOINTS, CLINICAL PEDIATRICS VII, Foote
 - BRAIN INJURY: SURVIVOR & CAREGIVER EDUCATION MANUAL, Aspen Reference Group
 - BREAST MASSAGE, Curties

BRUNNSTROM'S MOVEMENT THER. IN HEMIPLEGIA, NEUROPHYSIOLOGICAL APPROACH, Sawner & LaVigne
BUILDING A MEDICAL VOCABULARY, Leonard

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 JOURNAL OF REHABILITATION RESEARCH & DEVELOPMENT #2, March 1990, Dept of Veteran Affairs
 JUMPING INTO PLYOMETRICS, Chu

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PREPARING FOR A WRITTEN EXAM

While some students may have a “photographic memory,” the reality for most of is that we have to study in order to retain the necessary material and be successful on examinations. Preparation for these examinations takes place the minute you begin the program. It is essential that you consistently attend class, take good notes, ready your textbooks, practice skills, study on a daily basis, and review material learned from previous semesters. “Cramming” should be avoided. While it may help you to pass a unit exam, it will hinder your success on larger exams, as the volume of material to be learned will be too large. More importantly, you owe it to yourself – and your future patients/clients to develop a comprehensive knowledge base so that you become a competent practitioner.

Study Suggestions:

- Create daily and weekly schedules that include work hours, class hours, study hours, “play time,” family time, meals, sleep and anything else that you deem necessary.
- Set up a study area which is quiet and comfortable, and as distraction-free as possible.
- Identify the breadth and depth of the material that you will need to cover in the time period that you have set aside to prepare for the exam. Develop a schedule of what you need to accomplish, so that you leave the last three days for daily review.
- Organize the materials that you will need for studying: textbooks, review guides, class notes, paper, pens, highlighters, etc.
- Get the refreshments that you need: water, chocolate, popcorn, gum, etc.
- Create lists of what you want to accomplish in your study hours.
- Schedule smaller chunks of study time, rather than large blocks of time. For example, study for 45 minutes three times per day, rather than 2½ hours in a row.
- Study material in units or chunks. For example, focus on the muscles of the upper extremity during one session and the muscles of the lower extremity during another session.
- Take frequent two minute stretch breaks every 15 minutes or so. Use the time for bathroom breaks, quick exercises, etc.
- Establish a rewards system for yourself – for example, I will watch my favorite TV show tonight if I study for two hours during the day.
- If time allows, take a day off once per week.
- Capture moments in time where you can get some quick “study time” in. For example, you’re getting a perm: study while you are under the hair dryer.
- Make flash cards and keep them with you. Use them while you are waiting on line at the store, or when you are riding (not driving) in a car.
- Develop acronyms for a series of statements or facts.
- Use Alphabet Cues: ABC’s of CPR.
- Develop small study groups.
- Make up practice examinations.
- Study what you don’t know yet, don’t get in the habit of constantly studying what you do know.
- Practice taking tests: make up questions, access review questions. Review the answers.

Taking a Multiple Choice Exam

Multiple choice examinations, when written well, can test many levels of cognitive ability. Healthcare professionals are expected to demonstrate knowledge, comprehension, application and analysis of information. You can expect that course examinations and state/national examinations will utilize multiple choice examinations which assess these four levels of cognitive development.

Knowledge Questions: test your rote memory of facts and figures

Example: What is the normal range of the adult radial pulse at rest?

- a. 40-60 bpm
- b. 70-85 bpm
- c. 90-105 bpm
- d. 110-125 bpm

Comprehension Questions: test your ability to understand information. In order to answer these questions, you must have the knowledge necessary and must be able to apply, interpret, or determine what to do with that knowledge. These are the how and why questions.

Example: To understand the human circulatory system one must recognize that blood moves from the:

- a. right ventricle to the pulmonary artery
- b. superior vena cava to the left atrium
- c. left atrium to the right ventricle
- d. left ventricle to the pulmonary vein

Application Questions: test your ability to use information, especially in a new situation. These are the show, modify, change, use, solve questions.

Example: Upon rising from the table after a massage session, the client becomes weak and states that he feels like he is going to pass out. The best intervention should be:

- a. lower the client to the floor gently
- b. hold the client up
- c. walk the client into the waiting room and have him sit in a chair
- d. call 911

Analysis Questions: test your ability to interpret data, evaluate, investigate.

Example: You are seeing one of your regular clients who is 78 years old. The client's vital signs upon arrival in your office are: Pulse: 124 bpm, BP: 180/90, Respirations: 26 breaths/min. They are also complaining of a headache. What should you do?

- a. render the massage session as requested
- b. cancel the session, encourage the client to seek help
- c. call 911
- d. call his/her physician

Multiple Choice questions (items) have three parts. The first part is the **stem**. It may be a complete statement, a partial statement, or a question. The **options** are all of the possible answers. The **distracters** are the answers that steer you away from the correct answer. The **correct answer** is just that, however, as we know, if the distracters are doing their job, then it can be difficult to choose the correct answer. Some questions have positive polarity: meaning that you are asked for the true answer. Some questions have negative polarity: meaning that you are asked for the false answer.

Specific Test Taking Strategies:

- Break the question down into its components. What is it asking?
- Underline the important information and key words.
- Try to answer the questions before you look at the answer options.
- Cross out the options that you know are the distracters. A guess between two options is better than a guess between four options.
- Watch out for negative polarity.
- Watch out for words like best, worst, first, least – these are asking you to make judgments.
- Watch out for “absolute” words: all, none, never. As there are few absolutes in this world, these are usually false.
- Look for answers that provide “opposite choices.” Either one will be the correct answer, or they will both be distracters.
- Skip questions that you don’t know, the answer may come to you later, as you answer other questions.

What to Do When the Test Has Arrived:

- Get a good night sleep
- Cut out the caffeine
- Get to the test ahead of time
- Take care of bathroom needs
- Make sure you have everything you need
- Monitor the time
- Answer the easy questions first
- Make educated guesses

SECTION VII

Who Are Physical Therapists?

Physical therapists (PTs) are highly-educated, licensed health care professionals who can help patients reduce pain and improve or restore mobility - in many cases without expensive surgery and often reducing the need for long-term use of prescription medications and their side effects.

Physical therapists can teach patients how to prevent or manage their condition so that they will achieve long-term health benefits. PTs examine each individual and develop a plan, using treatment techniques to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, PTs work with individuals to prevent the loss of mobility before it occurs by developing fitness- and wellness-oriented programs for healthier and more active lifestyles.

Physical therapists provide care for people in a variety of settings, including hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes. State licensure is required in each state in which a physical therapist practices.

[Learn more about the role of a physical therapist.](#)

What Do Physical Therapists Earn?

More than 204,000 physical therapists are licensed in the United States today. The median salary for a physical therapist is \$85,000. Salaries vary based on position, years of experience, degree of education, geographic location, and practice setting. (Source: APTA 2013 Median Income of Physical Therapists Summary Report.)

Where Do Physical Therapists Practice?

Although many physical therapists practice in hospitals, more than 80 percent practice in:

- Outpatient clinics or offices
- Inpatient rehabilitation facilities
- Skilled nursing, extended care, or subacute facilities
- Homes
- Education or research centers
- Schools
- Hospices
- Industrial, workplace, or other occupational environments
- Fitness centers and sports training facilities

[Learn more about physical therapist practice.](#)

What Are the Educational Requirements for Becoming a PT?

All physical therapists must receive a graduate degree from an accredited physical therapist program before taking the national licensure exam that allows them to practice. Physical therapists have the most specialized education to help people restore and improve motion. Today's physical therapist is required to complete a graduate degree - either a masters or clinical doctorate - from an accredited education program. A growing majority of programs offer the Doctor of Physical Therapy (DPT) degree. Currently, 199 colleges and universities nationwide support 212 accredited professional physical therapist education programs; 96% now offer the DPT and the remaining programs are planning to convert.

[Learn more about physical therapist education.](#)

What Are the Licensure Requirements for Becoming a PT?

After graduation, candidates must pass a state-administered national exam. Other requirements for physical therapy practice vary from state to state according to physical therapy practice acts or state regulations governing physical therapy.

What is the Employment Outlook for Physical Therapy?

There is a high demand for physical therapists in the workforce. According to the Bureau of Labor Statistics, employment of physical therapists is expected to grow by 36 percent from 2012 to 2022, much faster than the average for all occupations. While demand for physical therapists varies by geographical region and area of practice, the unemployment rates are low across the country. The need for physical therapists is expected to remain strong into the foreseeable future as the US population ages and the demand for physical therapy services grows.

How Do I Become a PT?

Are you interested in becoming a PT? Learn how in our [Prospective Students](#) section!

Additional Information

[Today's Physical Therapist](#)

Provides an in-depth profile of the history, role, educational preparation, laws governing practice, standards of practice, evidence base of the profession, payment for physical therapy services, and workforce issues unique to the physical therapy profession.

- Last Updated: 11/24/2015

Who Are Physical Therapist Assistants?

Physical therapist assistants (PTAs) provide physical therapy services under the direction and supervision of a licensed physical therapist. PTAs help people of all ages who have medical problems, or other health-related conditions that limit their ability to move and perform functional activities in their daily lives. PTAs work in a variety of settings including hospitals, private practices, outpatient clinics, home health, nursing homes, schools, sports facilities, and more. PTAs may also measure changes in the patient's performance as a result of the physical therapy provided.

Care provided by a PTA may include teaching patients/clients exercise for mobility, strength and coordination, training for activities such as walking with crutches, canes, or walkers, massage, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation.

[Learn more about the role of a PTA.](#)

What Do PTAs Earn?

The median income for a physical therapist assistant is \$46,000 depending on position, years of experience, degree of education, geographic location, and practice setting.

Where Do PTAs Work?

Today, physical therapist assistants provide health care services to patients of all ages and health conditions in a variety of settings, including:

- Outpatient clinics or offices
- Hospitals
- Inpatient rehabilitation facilities
- Skilled nursing, extended care, or subacute facilities
- Homes
- Education or research centers
- Schools
- Hospices
- Industrial, workplace, or other occupational environments
- Fitness centers and sports training facilities

[Learn more about where PTAs work.](#)

What are the Educational Requirements for Becoming a PTA?

To work as a PTA, an individual must graduate with an associate degree (two years, usually five semesters) from an accredited PTA program at a technical or community college, college, or university. Graduates must pass the national examination for licensing/certification/regulation in most states to be eligible to work. PTAs work under the direction of a physical therapist (PT).

The PTAs' duties can include assisting in instructing patients in exercises and activities of daily living (including physical modalities), using special equipment, collecting data on the patient's progress, and documenting and reporting on the patient's response. There are currently 235 institutions supporting 252 PTA programs across the country.

[Learn more about PTA education.](#)

What Are the Licensure Requirements for Becoming a PTA?

Forty-eight states and the District of Columbia require PTAs to be licensed, registered, or certified. States requiring licensure stipulate specific educational and examination criteria.

What is the Employment Outlook for PTAs?

According to the [Bureau of Labor Statistics](#), employment is expected to grow much faster than average because of increasing demand for physical therapy services. Job prospects for physical therapist assistants are expected to be very good. The American Physical Therapy Association's (APTA's) most recent data indicate an unemployment rate of 3.9 percent.

How Do I Become a PTA?

Are you interested in becoming a PTA? Learn how in our [Prospective Students](#) section!

- Last Updated: 9/11/2012

SECTION VIII

HEALTH REQUIREMENTS PRIOR TO BEGINNING THE PROGRAM

* **Pre Registration:** All Health Professions' students are required to meet the New York State Department of Health immunization and screening requirements for healthcare workers. These requirements **exceed** those for enrollment at College and apply **regardless of age**.

All PTA Students:

- Physical Exam (**annually**, which includes: boosting
 - Mantoux (annual except for "second" dose the first year)
 - Tetanus immunization (within 10 years)
 - Hepatitis Vaccine Series completed, started or waived
 - Lab titers for Rubella, Rubeola, Mumps & Chicken Pox (copies of all lab titers must be attached to physical exam form)
 - All students are required to complete a **Meningitis Information Response Form** indicating they have either received the vaccine in the past 10 years, or that they have read the information and have chosen not to receive the vaccine

A completed physical exam form including **ALL** the above information must be received by school nurse by the date indicated on the physical form prior to **each year** in the core program.

Upon submission of the physical exam form to the nurse's office, students will be issued a "Health Clearance Form." This form is to be retained by the student for the entire school year. No student will be permitted to attend clinical at any site without this form; participation in lab sessions will also not be permitted if student has not obtained this form. Non-participation (observation) in lab is considered an absence. A copy of this Health Clearance Form **must be sent by student** to his/her assigned clinical education site at least three (3) weeks prior to attending for proof of required health clearance. **IT IS THE STUDENT'S RESPONSIBILITY TO SEE THAT THE ABOVE CHAIN OF EVENTS TAKES PLACE** to assure that student will be able to start clinic on assigned day or even earlier. Not having a Health Clearance Form in time to begin clinic on the assigned date may result in termination of clinical affiliation assignment with reassignment postponed.

Reminder to Students Regarding the Hepatitis B Series:

If you chose not to have the Hepatitis B series, or plan to but have not as yet completed the series, you must sign the waiver on page 3 of the Physical Examination Form.

Be sure to submit proof of completion of Hepatitis B series to nurse's office whenever series is complete.

Immunizations are not provided on campus. They are available to prospective college students free of charge thru the Orange County Department of Health. The schedule for clinic locations, dates and times is available from the campus Nurse.

If you have any questions about these requirements, please contact the Wellness Center at 845/341-4870.

ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT PROGRAM

CONFIDENTIALITY AND INFECTION CONTROL STATEMENTS

I understand that I will have access to confidential patient health information while enrolled in Clinical Education courses and/or when observing patient care in the clinical setting. I further understand that this patient information is private, must be kept confidential, and that unauthorized release of this information is punishable by law. I will abide by all policies, procedures, rules, and regulations related to the Health Information Privacy Act (HIPAA), as well as any additional policies and procedures of the clinic to which I am assigned.

I understand that I will be working with faculty, classmates and patients in the classroom and clinical environment. I understand that I may be exposed to various infectious agents such as, but not limited to, open wounds, bleeding emergencies, viruses, and bacteria. I understand that I must utilize infection control procedures, as established by the specific institution/facility, at all times, otherwise I will be removed from that setting.

I understand that, should I have a specific infectious agent, I must follow all infectious control policies of the institution/facility to avoid contaminating others.

PRINT NAME: _____

SIGNATURE: _____

DATE: _____

ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT PROGRAM

INFORMED CONSENT

Throughout the program, PTA students practice data collection and intervention skills in the controlled setting of the PTA Lab. PTA students serve as subjects for the instructors and as patient-simulators for their classmates.

All students must participate in these activities in each class. If a student has a condition, which may preclude participation in specific techniques, it is the responsibility of the student to speak with the instructor privately before that class meeting so that arrangements can be made.

Students may not practice any skills on any individual unless they have been taught the skill in class or in the clinical setting. Students are responsible for contacting the instructor if additional instruction in a technique is required. Students are not permitted to turn on any modality equipment without permission of the instructor, and only when an instructor is present in the PTA Lab, BioTech 103.

While every effort will be made by the instructors to maintain a safe environment, it is solely the responsibility of the student to apprise instructor of conditions which may preclude participation and to avoid practicing those skills in which the student has not yet been taught. Following these rules will keep the risk of injury in the program to a minimum.

I have read the above information, understand it, and agree to abide by it.

PRINT NAME: _____

SIGNATURE: _____

DATE: _____

ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT PROGRAM

AUTHORIZATION TO PROVIDE PROFESSIONAL REFERENCES

Employers frequently contact the College for professional references in addition to those listed by the prospective employee. In order to provide a reference, we must have the student's permission in writing. References will be provided only for students who have filed this form with the department chairperson.

I, _____, give permission for the faculty of the
Print Name

PTA Department at Orange County Community College to provide references to prospective employers who initiate contact with the department.

Student Signature

Date

ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT PROGRAM

MEDIA RELEASE FORM

I, _____, am willing to participate
NAME

in demonstrations/video/still pictures and as a patient during Lab portions of various Physical
Therapist Assisting courses. I understand that it is solely my responsibility to notify my instructors
and classmates if I have a condition which prevents participation in any component of a lab
session.

Student Signature

Date

ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT PROGRAM

STUDENT RESPONSIBILITIES

1. In order to participate in the Physical Therapist Assistant Program at Orange County Community College, I have received a copy of and agree to follow the rules, regulations, policies and procedures listed below:
 - a. PTA Department Student Handbook
 - b. Orange County Community College Student Handbook
2. In addition:
 - a. I understand that I may be required to provide my social security number to a designated person at my clinical education assignment prior to my attending so that a general background check and/or a NYS Nurse Aide Registry background check may be performed; some clinical affiliations require students to obtain/pay for the background check and submit it to the clinical affiliation prior to attending.
 - b. I have received, read and was granted the opportunity to ask questions relating to and now understand the criminal record policies and the possible need to participate in additional criminal background checks.
 - c. I understand that I may be required to undergo additional substance abuse testing after I have been assigned to a clinical education assignment prior to my attending. Some affiliations require students to obtain/pay for the testing and submit it prior to attending.
 - d. I have been informed as to the registration process in order to become a practicing PTA in New York State.

NOTE:

Both Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and the Americans with Disabilities Act prohibit discrimination against "otherwise qualified" persons with a disability. If an applicant can perform those "essential functions," he or she is "otherwise qualified" under the law and must be treated the same as people without a disability. A person who cannot perform the "essential functions" is not "otherwise qualified" and may be denied access to the program without being subject to legal action for discrimination.

PRINT NAME: _____

SIGNATURE: _____

DATE: _____